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# **COURSE OF STUDY IN MODERN FOREIGN LANGUAGES**

**FOR SECONDARY  
SCHOOLS**

**A PROGRESS  
REPORT**



**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF PUBLIC INSTRUCTION  
HARRISBURG**













COURSE OF STUDY  
IN  
Modern  
Foreign Languages  
For  
SECONDARY SCHOOLS  
A PROGRESS REPORT



BULLETIN 350  
1952



Commonwealth of Pennsylvania  
DEPARTMENT OF PUBLIC INSTRUCTION  
HARRISBURG

MEXICAN VENDOR—PART OF A FIESTA

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## FOREWORD

The study of the modern foreign languages is becoming more important as the international relationships of the United States assume increasing significance. Developments in transportation and in the facilities of communication have added to the necessity for many people to possess skills in languages other than their own. In addition, language study adds to the knowledge and understanding of other countries. Such linguistic ability and appreciation of foreign cultures are essential for international travel and trade, and for world peace.

Aims, methods, and subject matter are stated in this course of study in terms of the realization of the behaviors of social competence which are needed for life in a democracy. At the same time, the guideposts of modern language learning have been made more firm in this meaningful setting. The teaching corps, which is to carry out the task of educating youth so that they will become an enlightened and informed citizenry, is provided with an integrated outline. This indicates the ways in which many teachers have found and reported success.

Grateful appreciation is due to the many persons who have contributed to the contents of this publication and particularly to the members of the Production Committee which is guiding the continuing program throughout the Commonwealth.

E. W. Bieghler, State Teachers College, Indiana; Ruth P. Kroeger, South Philadelphia High School for Boys, Philadelphia; Edwin B. Leal, Principal, High School, Crafton Borough, Pittsburgh; W. D. Meikle, Teacher, William Penn High School, Harrisburg; and Louise R. Thompson, Peabody High School, Pittsburgh, have reviewed the manuscript.

This bulletin has been edited by Rachel S. Turner, Editor for the Department of Public Instruction.

June 1952.

A handwritten signature in cursive script, reading "Francis B. Yoss".

*Superintendent of Public Instruction*

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## INTRODUCTION

THIS course of study is in no wise a rigid day-to-day program. It suggests the topics to be studied and desirable procedures to be developed in a well-rounded two-year, three-year, or four-year course of modern foreign language study. The order in which the learning experiences will be presented to pupils will be determined by their needs, their learning ability, the timeliness of the topics, and the textbook used.

*All educational practices should be oriented for enrichment toward contributing to a solution of the most critical problems of youth and of society.* Research has indicated that these problems are included in the "Ten Imperative Needs of Youth."<sup>1</sup> The theme of life adjustment education focuses studies on these needs of youth to promote adaptation to life in a changing and improving society. Such focus, through more meaningful learning experiences, has been founded to contribute most to our culture, to life adjustment, and to subject mastery. The learner grows as a whole, both in linguistic ability and also in personal stature.

The 1950 *Evaluative Criteria* of the Cooperative Study of Secondary-School Standards<sup>2</sup> will use these "needs" for the next ten years in school accreditation. The present bulletin is therefore built on this theme. The modern foreign language course has been kept in harmony with this whole program of enrichment of secondary school teaching while maintaining those constant values inherent in the study of the humanities.

The present publication is limited to French, German, Italian, and Spanish. These are the modern foreign languages which have the highest enrollments in foreign language study in Pennsylvania.

*There has been a definite attempt to correlate the modern foreign language program with the other secondary school subjects.*

Historical, geographical, and literary material is presented whenever possible. Attention is invited to the contributions made to American civilization by famous people of French-, German-, Italian-, and Spanish-speaking countries. Teachers of other school subjects are planning similar cooperation with teachers of the foreign languages.

*Minimum content is outlined.* This outline is a means: (1) of visualizing the whole program, (2) of evaluating and correcting placement of tests, (3) of helping and guiding examinations, and (4) of timing. It

<sup>1</sup> *Planning for American Youth*, Washington, D. C., National Association of Secondary-School Principals, 1945.

<sup>2</sup> *Evaluative Criteria*, Washington, D. C., Cooperative Study of Secondary-School Standards, 1950

will not preclude any additions, adaptations, or deletions which the teacher will wish to make. Modifications which may be made for the gifted child, for the slow learner, and for a lengthened course are treated in Chapter I.

*Section 3 of Chapter I suggests ways and means of correlating the study of foreign languages with the life of the community.* Students may thus realize that foreign languages and cultures enter into their daily living and become a part of it.

To be truly effective, the planning of the course will continue to require the active participation of the present State organization and of as many teachers as possible. In addition to a state chairman and vice-chairman, nine district chairmen are organizing the work in the various districts. (See page vi.) Each county and district superintendent has named a language teacher to participate on local committees as his representative. (See Appendix, "Acknowledgments.") Each district committee has worked on some phase of foreign language teaching. The district chairmen have compiled the outlines, units, suggestions, etc., received from the teachers in their areas. Editing has been done by a committee which has integrated all the material received into this Progress Report.

*The Progress Report is presented to the State with the hope that the teacher will find it of value.* This, however, will depend on the way its recommendations are carried out. Success implies the cooperative efforts of the teacher and the administrator. The successful teacher brings to the task adequate preparation, enthusiasm, and a willingness to try new methods and accept new ideas. The successful administrator gives to the teacher support, encouragement, and the mechanical aids and supplies necessary in a twentieth century classroom. He facilitates in every way possible the teacher's efforts to perfect his knowledge of the subject and of educational practices.

*Opinions and discussions remain mere philosophy until definite plans are made and carried out in the classrooms.* Then results must be evaluated in terms of student reactions and achievement. For the purpose of this evaluation a check list is provided on the following page. It is requested that this be reproduced by all users of Bulletin 350, after six months of use, and that it be sent—after checking—to the district chairman who is listed on the Production Committee. Such critical evaluations and suggestions will help to produce a later revision of the Progress Report, which may thus be of greater value.

# REPORT OF REACTION ON USING BULLETIN 350

## COURSE OF STUDY IN MODERN FOREIGN LANGUAGES FOR THE SECONDARY SCHOOLS

### *A Progress Report*

NOTE: The user of Bulletin 350 is requested to fill out this report, after a semester of use, and to send it to the modern foreign language committee chairman of the district. (See Production Committee, page vi)

Have the following been of practical use to you?

#### CHAPTER I. *The Task of Modern Foreign Language Education*

##### Challenges to Greater Goals

Check

- |  |                 |
|--|-----------------|
| 1. Guiding Learning Activities .....                       | 1. Yes___ No___ |
| 2. Providing for Individual Differences .....              | 2. Yes___ No___ |
| 3. Using Community Resources in Teaching .....             | 3. Yes___ No___ |
| 4. Cooperating with Teachers of Other Subjects .....       | 4. Yes___ No___ |
| 5. Developing Modern Language Educational Objectives ..... | 5. Yes___ No___ |

#### CHAPTER II. *Achieving Greater Goals in Modern Foreign Language Education*

- |   |                 |
|---|-----------------|
| 1. Using the Aural-Oral Process .....               | 1. Yes___ No___ |
| a. Organizing Conversation Classes and Groups ..... | a. Yes___ No___ |
| b. Teaching Vocabulary .....                        | b. Yes___ No___ |
| c. Developing Pronunciation .....                   | c. Yes___ No___ |
| d. Planning for Dictation .....                     | d. Yes___ No___ |
| e. Teaching Poetry .....                            | e. Yes___ No___ |
| 2. Teaching Reading .....                           | 2. Yes___ No___ |
| 3. Teaching Grammar .....                           | 3. Yes___ No___ |
| 4. Providing for a Multiple Approach .....          | 4. Yes___ No___ |
| 5. Planning for Civilization and Enrichment .....   | 5. Yes___ No___ |
| 6. Guiding Pupils in Course Selection .....         | 6. Yes___ No___ |
| 7. Organizing Foreign Language Clubs .....          | 7. Yes___ No___ |

#### CHAPTER III. *Scope and Sequence*

##### Three Levels of Study for Each Language

- |               |              |
|---------------|--------------|
| French .....  | Yes___ No___ |
| German .....  | Yes___ No___ |
| Italian ..... | Yes___ No___ |
| Spanish ..... | Yes___ No___ |

#### CHAPTER IV. *Evaluation*

CHAPTER V. *Supplementary Materials*

What constructive suggestions can you make for future deletion, inclusion, or enrichment in the above chapters?

- CHAPTER I .....
- CHAPTER II .....
- CHAPTER III .....
- CHAPTER IV .....
- CHAPTER V .....

What is your general opinion of Bulletin 350?

*(Make comments below)*

## CHAPTER I

# THE TASK OF MODERN FOREIGN LANGUAGE EDUCATION

### CHALLENGES TO GREATER GOALS

#### *TOWARD A WORLD-MINDED CITIZENRY*

Modern foreign language teaching in the secondary schools of Pennsylvania has contributed greatly both to cultural development and to intellectual growth. Now at the midcentury there exists the challenge to reach even greater goals. The basic problems of curriculum improvement are to find out what today's youth need most to know, what modern language study can teach, and the best reported ways for functional and inspirational instruction.

The United States has had to assume a leading role in international affairs. The responsibilities implicit in this role will in all probability increase. This leadership entails both better understanding of other civilizations and making ourselves better understood by others. Both of these aims require increased linguistic ability and understanding of other cultures.

As one writer points out, when the United States was an isolated country, every well-educated person was skilled in the foreign languages. Now that we are in immediate communication with the remotest parts of the world, paradoxically foreign language study has decreased.<sup>1</sup> This tends to leave a regrettable lacuna in our educational pattern.

Through the study of foreign languages, Americans can be emancipated from provincialism . . . they can acquire unique insights into the foreign cultures and modes of thoughts of other peoples. Bridges of international understanding can be built through acquaintance with and appreciation of the art, music, and literature of all the world's people.<sup>2</sup>

*It is obvious that the objectives of a modern foreign language program should be oriented towards the education of youth for world-minded citizenship.* For such a status the ability to communicate is essential.

The chief instrument of education is and always has been communication. . . . Today, all over the world, they are beginning to

---

<sup>1</sup> Walter V. Kaulfers, *Foreign Languages and Cultures in American Education*. McGraw-Hill Book Company, Inc., New York, 1942.

<sup>2</sup> Educational Policies Commission, NEA, *American Education and International Tensions*, 1949.



search for those communication facts and skills which will help move states and nations into effective membership in a world society.<sup>1</sup>

### THE NEEDS OF YOUTH

In addition to the broad enriching objective of world-minded citizenship, foreign language study should contribute to the goals of secondary education as set forth in the Ten Imperative Needs of Youth. A brief examination of these contributions will explain the orientation which the objectives express—*education for life adjustment*. Many teachers are adopting these aims and methods for their attainment. Citizenship and civilization both require competent individuals.

1. *Vocational Adjustment*. The chart on page 11 shows the occupations in which skill in the use of a foreign language is a requirement or an asset. As our participation in world affairs increases, so do these vocational opportunities.<sup>2</sup>

2. *Health and Physical Fitness*. The question of maintaining good health is of universal concern. Since the days of ancient Greece, quantities of valuable treatises have been written on this subject in other languages. Study of the food, health habits, and living conditions of other lands, as met in literature, will indicate how other peoples have adapted their lives to geographic and climatic conditions.

3. *Family Life*. Studying the family life of other nations focuses attention on differences from as well as on similarities to our family life and leads to evaluation of our own mores. A large part of our school population is of recent foreign extraction. The children of foreign parents tend to resent the old-world customs to which their parents cling; this resentment frequently results in confusion, dissension, and juvenile rebellion in these families.

Much good work in this respect can be accomplished in foreign communities. Acquiring a just appreciation for foreign cultures, foreign customs, and an understanding of the difficulties that beset the immigrant in a new land are outcomes proper to the foreign language class.

4. *Consumer Intelligence*. It is desirable that people be alert, intelligent consumers, aware of the meaning of the names of the goods they purchase. Not only are there large quantities of imported goods on our markets today, but there seems to be a growing tendency to dub domestic

<sup>1</sup> Harold Benjamin, "Improved Communication for World Security," *The Modern Language Journal*, Volume XXI, November, 1947.

<sup>2</sup> Consult also: Theodore Huebener, "Vocational Opportunities for Foreign Language Students," *The Modern Language Journal*, Supplementary Series No. 1.

materials, food, etc., with foreign names to enhance their attractiveness. Even an elementary student of French knows that lapin fur is rabbit, that mouton is lamb, that tricot-knit is a repetition of the French and the English term. The consumer who, through the study of foreign languages, has acquired an awareness of such commercial terminology will probably not be the gullible victim of high-pressure advertising so general in the United States. *Caveat emptor!*

It must be noted that the tourist business is big business in America today. Each year increasing numbers of our people go to foreign countries. The traveler who can understand and make himself understood should have a more satisfying experience than his nonlinguistic neighbor. Since he should have received in the foreign language class an insight into the manners, customs, and cultural aspects of the country, he should more readily enjoy what he sees. He should be a more intelligent visitor and thereby a better representative of the United States.

5. *Scientific Understanding.* The study of foreign language should open a vast field of information in the field of science by enabling the student to read directly the original text on scientific experimentation. He should not have to wait for meager, delayed translations. He should be able to keep abreast of the times by reading studies that appear in foreign journals constantly.

6. *Aesthetic Appreciation.* So much of our cultural life comes to us as a heritage from the Old World that the study of any one of the four modern-language civilizations reviewed in this manual should serve to make more real a wealth of artistic endeavor.

7. *Leisure Time.* One has but to consider the number of foreign language societies, schools, study and conversation groups to realize what a hobby and leisure-time activity foreign language study can be. Since such a hobby can educate, broaden, and inform the participants, it may well be encouraged and stimulated by more widespread teaching of languages. The increasingly wide distribution of foreign language film programs provides further motivation.

8. *Ethical Values.* Intolerance, which has little respect for the problems or philosophies of those who do not share the immediate social, economic, religious, or racial background, may be broken down in an effective way through the study of language.

9. *Self-Expression.* Any degree of success in foreign language learning depends on the ability to understand, speak, read, and write effectively. These skills, transferable to the vernacular, should be developed as the study progresses. The constant search for the clear and accurate expressions and patterns of logic necessary in expressing thoughts in the foreign language should be a daily exercise of the foreign language class. There is, furthermore, continuous exercise and practice in the logical organization of material and the drawing of just inferences.

The large number of foreign words in the English language indicates the desirability of foreign language education if the vigorous, assimilative nature of English is to be understood, if good judgment in the use of words is to be developed, and if the vocabulary is to be enriched.

### **ATTAINING LIFE VALUES**

**Values are attainable, not as automatic transfer outcomes, but as goals for which there should be constant teacher sensitivity, planning, learning activities, and evaluation. Success in language study is best achieved as it becomes a meaningful tool toward these objectives.**

The following quotation is indicative of the reorientation of secondary education toward personal and social goals:

The training of responsible adults must be a primary objective to which every class contributes. If you personally were charged with constructing a curriculum for your school, what would you do? We can't answer that without defining the objectives of the high school course:

1. To educate for personal and social integrity
2. To educate for responsible and adaptable citizenship
3. To educate for personal, but not selfish, satisfaction in the richness and fullness of life

Only if language classes teach young people to understand the world and man's place in it, to understand the problems of personal and national life, to think, and to have integrity—only then can language have a strong place in the curriculum.<sup>1</sup>

**This course of study aims, therefore, to contribute to the needs of youth by developing in students the ability to understand, speak, read, and write the foreign languages with reasonable accuracy and ease, and to attain the following goals:**

1. *An understanding of the ideas of other peoples*
2. *An appreciation of other peoples' cultural activities and contributions to Western civilization, and the development of one's own culture*

<sup>1</sup> Orthal Wilmer, "The Foreign Language Teacher and the Curriculum," *The Modern Language Journal*, XXXIII, Number 7, November 1949.



3. *A recognition of the interdependence of the different peoples of the world and one's personal responsibility for fostering international understanding and peace*
4. *The progressive development of the ability to communicate with the people of other nations and to understand their way of life*
5. *The development of desirable social attitudes of understanding and respect for other persons and the ability to live with them*
6. *A possible occupational orientation<sup>1</sup>*
7. *The ability to use English more accurately and to appreciate English literature more fully*

These challenges to greater goals provide constant opportunities and a stimulus to teaching. In a program for curriculum improvement they are essential in promoting the convictions, planning, and procedures that provide better learning experiences in classrooms. Although they may seem to present a complex general pattern, they indicate specific problems from which individuals and modern foreign language departments may select to work in a gradual day-by-day, step-by-step developmental program.

Opportunities for attainment of the goals of language teaching are suggested in the following sections:

1. GUIDING LEARNING ACTIVITIES
2. PROVIDING FOR INDIVIDUAL DIFFERENCES
3. USING COMMUNITY RESOURCES IN TEACHING
4. COOPERATING WITH TEACHERS OF OTHER SUBJECTS
5. DEVELOPING MODERN LANGUAGE EDUCATION
  - a. Teacher Preparation
  - b. Continued Teacher Growth

---

<sup>1</sup> Bulletin 242, *Educating for Citizenship*. Harrisburg, Pa., Department of Public Instruction, 1949.

## SECTION 1.

## GUIDING LEARNING ACTIVITIES

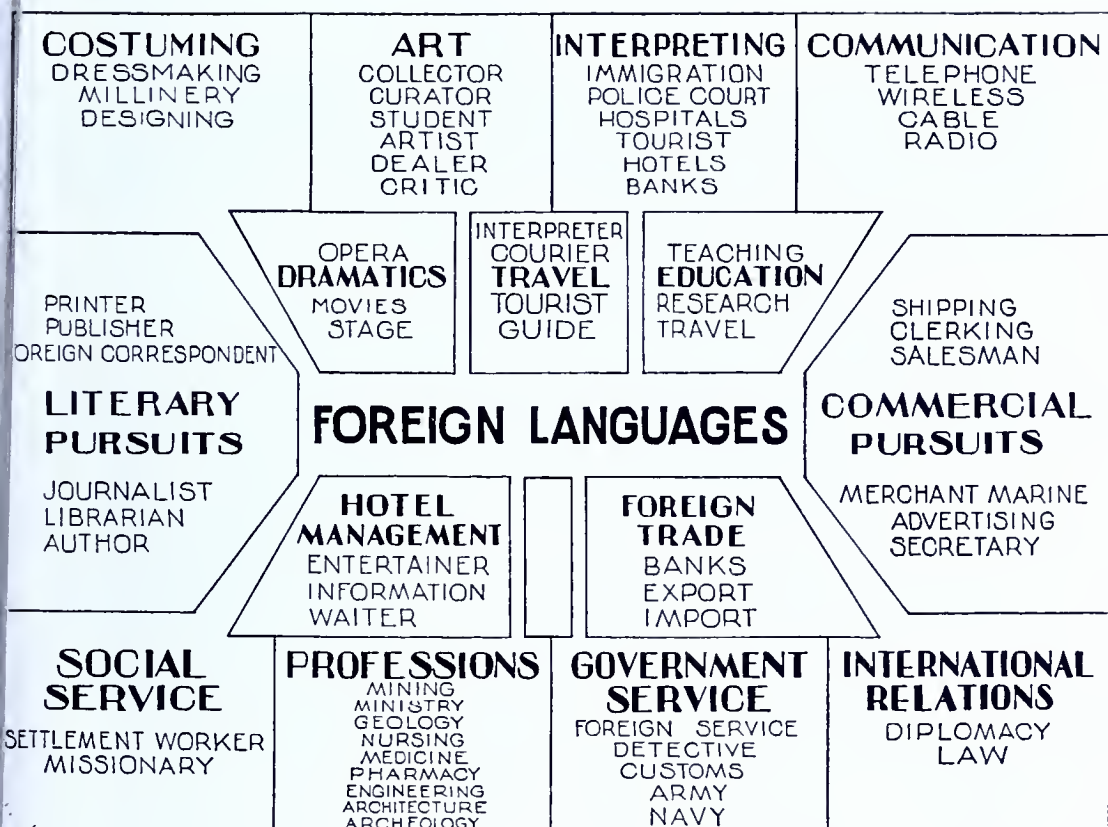
Planning and guiding a variety of learning activities is not new. It has been used by many of us for years. In adopting modern methods, many subject fields are introducing laboratory work into their courses. There is a real need for all of us to master the procedure for effectively guiding learning activities which teach *for doing by doing*.

*People learn naturally by whole concepts and understandings.* A unit is a teaching-learning situation in which there is a comprehensive and significant wholeness or unity of approach in content and objectives. Wholeness is necessary for the creation of understandings or concepts. Many courses and textbooks fail to provide this. The whole is greater than the sum of its parts. The parts (factual information) are of significance only as they are related in content to each other or to a whole problem or principle and to the learner's concerns and environment. Many units should be planned to integrate the behaviors of understanding, speaking, reading, and writing. Unless we can provide for this synthesis and integration in functional planning and teaching, the pupil cannot be expected to do it for himself in class or in life.

**KINDS OF UNITS**

In the trial and evaluation of new materials and methods there are two general types of experimentation. *The first may be considered an over-all type.* When a school faculty, a faculty committee, or an individual teacher decides upon objectives to be achieved, materials for a direct attack upon the objectives are frequently prepared. These materials usually take the form of improved lesson plans or topical content units.

*A second kind of classroom experimentation is an incidental type.* Problems considered are those that arise out of the local situation and seem of importance. This problem-solving is constantly under way with those to whom improvement in any of the many day-by-day ways of language teaching is a constant challenge. As a type of informal research it is of tremendous value. Its steps may be described by such simple words as: (1) we get an idea that something can be done better, (2) we try out what seems better, (3) we gather some data, (4) we use our own judgment to measure improvement, (5) we develop more skill and professional satisfaction. This action-research can be done by each of us. Without it curriculum improvement is not possible.



### OCCUPATIONS WHICH USE THE FOREIGN LANGUAGES

If the emphasis is mainly on material from textbooks, a unit may be termed a subject-matter unit. If the emphasis is on the learner and his needs, it may be called a life-adjustment unit. Both types of units involve learning-by-doing experiences. Units go by many names but are generally of these two types. The purpose of the unit determines the emphasis.

The teacher, the room and equipment, the ability and needs of the students are all parts of the total picture. Preliminary study of each student is essential. The object of teaching—the pupil—is more important than the subject. The two must be related.

Although the subject-matter and life-adjustment units have a common purpose, the teacher using the subject-matter unit must avoid the tendency to follow the assign-study-recite-test procedure which is traditional but not functional, and by which the purpose is lost sight of in following the plan.

By studying carefully the following comparison of units, the language teacher may better understand what the Life-Adjustment Unit contains which may well be added to the Subject-Matter Unit in order to make the presentation of textbook material more vital to all types of students. Note especially the italicized section of the third column.

### COMPARISON OF TWO TYPES OF UNITS

DEVELOPMENT OF UNIT	SUBJECT-MATTER UNIT	LIFE-ADJUSTMENT UNIT
Organization	Logical—planned in advance of presentation Teacher initiative	Psychological, preplanned <i>but also develops as it goes</i> <i>Learner initiative</i> <i>Individual experience</i>
Purpose	To acquire information  Remote goals	<i>To develop understandings, attitudes, and behaviors through actual practice</i> <i>To satisfy needs in acquiring information</i> <i>Immediate goals</i>
Control of learning activities	By teacher and course of study	<i>By entire group under guidance of teacher</i>
Time center	Largely in the past	<i>Uses knowledge of the present and looks to the future</i>
Source material	Mainly printed matter selected by the teacher	<i>Numerous and varied experiences determined by the entire group under the guidance of the teacher</i>
Adaptation to individual	Allowance may or may not be made for personal differences	Provision for personal differences
Outcomes	Fixed and planned in advance and required of all	<i>Some outcomes known in advance; others develop as unit progresses</i>
Evaluation	Mostly by formal tests of subject matter	<i>By the use of several instruments in measuring pupil growth; student and group self-evaluation</i>
Conclusion	Closed with a "review"	<i>Interest continues to grow and leads to further activities</i>

*In actual practice there usually results a blending of factors in good teaching. Generally no one type of unit has exact differences from another. Differences are frequently points of emphasis. Both types of units are needed and should be included in planning.*

Secondary school teachers and principals must be free to try out better methods and materials without threats to their security. Otherwise, the *status quo* will not be disturbed. Individual initiative will be a lost virtue.

Administrative encouragement and provision for time and materials promote faculty and individual teacher action-research.

Continuing state-wide reports of experimentation of these and other types are needed for further revision of this course of study. Thus consensus is developed, and the cohesion which people need to go forward together is fostered. Such informal research adds to the constant challenge of teaching and to the stimulation which makes work in the profession a source of enduring satisfaction.

### **PLANNING AND USING UNITS**

The subject-matter unit is generally a textbook presentation. Modern texts are usually planned on the unit basis so that little rearranging by the teacher is necessary. Topics, however, sometimes have been called units. This is a misnomer and should deceive no one. The method of handling a subject-matter topic is usually the assign-study-recite-test procedure. This encourages verbalized knowledge only. The desirable behaviors—ways of thinking, feeling, and acting which require practice and which are the major aims of education—are not developed best in this way.

Teachers should not only become familiar with the literature on the subject but should also plan and construct experience units suitable for their own classes. Only by so doing can one hope to see the advantage of the unit method compared with the more formal and traditional methods.

*Some life-adjustment units are essential.* The objectives may be thought of as the "Imperative Needs of Youth" arising from common living situations. Reading the original statement of these ten needs may be a good beginning for the unit planner. In addition to this, the teacher should learn all he possibly can by referring to the office records of his group. He may also use such instruments as the "Inquiry on Student Needs." See Bulletin 243, *Curriculum Improvement by a Secondary School Faculty*.

In *The Mature Mind*, Overstreet says, "This, in fact, is the clue to all mind-building in children: find the problem-situations that are meaningful to them and let them work out the solutions."



The objectives should be stated briefly and in language adolescents can understand. Student help in this process is essential. The goals set should be attainable and should be those of the student as well as those of the teacher.

### **PRINCIPLES OF UNIT PLANNING**

The following general principles of organization are recommended:

1. Content should be organized into large areas or wholes (units), each of which represents some basic subject principle of language, or problem of living, or of civilization.
2. Units should be broken down into smaller objectives or learning problems.
3. Learning activities for each objective should promote functional understandings and behaviors.
4. Opportunities should be provided for discovering and applying principles.
5. Provision should be made for effective evaluation of each objective, including self-evaluation.
6. Sequence should be planned to give recurrent contacts with knowledge and to provide a spiraling and enlarging pattern of growth.
7. Problem situations should provide practice in the use of the inductive method.
8. Frequent opportunity should be given for pupils to participate in planning.
9. Each objective should be reflected in one or more activities planned for its achievement, and also for its evaluation.

The means of bringing these recommendations into practice are presented in the following outlines. There exists no blueprint. However, variations and initiative are shown in the sample units at the end of this section.

### **PROCEDURES IN UNIT PLANNING**

In planning and using a unit, six steps are usually followed:

1. *Selection of Unit Title:* A life problem or subject topic
2. *Preplanning by the Teacher*
  - a. This includes (1) objectives, (2) activities, (3) sources and materials, and (4) evaluation.

- b. Teacher planning is frequently kept in the teacher's mind and the pupils are invited to join in the planning. Enriched meaningful plans result and include the teacher's suggestions, which are based on his own preplanning. Pupil problems and purposes, beyond those of getting a mark and pleasing the teacher, are thus enlisted.

### 3. *Orientation—Introduction of the Unit*

Group discussion provides a good way. Pertinent questions are:

- a. "What is our problem?"
  - b. "What do we know about this subject now?"
  - c. "What do we need to find out?"
  - d. "How can we find out?"  
"How can we organize for work?"
  - e. "How can we tell what we find out?"
- These  
are  
steps  
in  
inductive  
reasoning

This provides an overview of the unit, relates it to past experience, suggests phases for consideration, develops a work plan, and organizes work groups.

Possible activities in this phase include: school trips, excursions, pictures, news items, teacher's talks, etc.

### 4. *Pupil Learning-by-Doing Activities*

- a. Pupils practice such behaviors as analyzing, applying, comparing, constructing, discussing, evaluating, generalizing, interviewing, leading, observing, organizing, outlining, studying, thinking, summarizing. Many class periods are devoted to group work under teacher guidance.
- b. The objectives (in 2.a. above) should provide a check list for the activities. No objectives should be left dangling. There should be learning activities for each one.
- c. Students can acquire the understandings or behaviors, which are stated in the objectives, only by having learning experiences for their development.
- d. The teacher circulates among the work groups. He provides guidance, makes suggestions, supervises leadership and group dynamics. He may call the total class together from time to time for progress reports.

### 5. *Culminating Activity*

Here pupil reports, panel discussions, demonstrations, exhibits, graphs, models, and projects, provide expressions of group and individual achieve-

ment. All students frequently take notes to record the results of the total class work.

This activity may include some form of social work or activity, depending upon the circumstances.

#### 6. *Evaluation*

Pupils and teacher together may consider the following questions:

- a. Was the unit worth while from the standpoint of content mastery (test)?
- b. Have the understandings, attitudes, and behaviors—which were stated in the objectives—been attained? Each objective should be evaluated.
- c. Have pupils gained in the ability to analyze, apply, compare, generalize, and to use resource material?
- d. Did the group process work well? Are pupils more cooperative, less ego-centered, more self-confident?
- e. What need exists for drill, direct textbook teaching, or reteaching?

#### *Dangers to Be Avoided by the Teacher*

1. Exercise of too much authority. This destroys pupil initiative and spontaneity.
2. Too much haste. The democratic process is slow.
3. Too much laissez-faire action. Democracy is neither autocratic nor uncontrolled.

### ILLUSTRATIVE UNIT

#### **FRENCH EXPRESSIONS THAT OCCUR IN OUR DAILY LIVES**

##### *Overview by Teacher and Planning with Pupils*

Students showed surprise that so many commercial advertising terms seen in newspapers and magazines were French. They wanted to learn the meaning and pronunciation of these words.

##### *Objectives of Teacher*

1. To show how many French expressions became an integral part of daily life
2. To provide a cultural enrichment for the slow learner
3. To provide a learning activity adaptable to the students' individual differences
4. To correlate French with work in clothing and dress design
5. To correlate French with some future vocations
6. To teach correct pronunciation of these commercial terms
7. To alert students to the connotation of foreign terms used commercially, e.g. "mouton lamb," "tricot knit"



*Objectives of Students*

1. To learn how to pronounce French expressions found in daily use
2. To learn to use these expressions

*Learning Activities*

Students formed committees to gather examples of French expressions found in advertising. Clippings were collected and lists made of them. Girls as a rule were interested in the terms applied to feminine apparel. However, the boys were interested in good appearance and good grooming. Boys helped particularly in making attractive posters, in writing the skits and in dramatizing them. Cooperation was sought from the students of dress design and clothing in home economics classes.

*Culminating Activities*

1. Attractive bulletin board displays using colored pictures as much as possible directed attention in classes, halls, and the home economics classes.
2. Members of committees explained the terms to classes.
3. Other committee members went to the clothing and dress design classes to explain the meanings of the expressions.
4. The teacher took advantage of the interest in the project to motivate French oral and aural expression.
5. Short skits dramatized scenes featuring clothing salesmen and women buyers.

*Evaluation*

1. Students sensed the interdependence of language in the fact that English borrows from French and French, likewise, borrows English terms.
2. Students realized how these French terms add to the enrichment of our everyday English.
3. Students improved their French pronunciation.
4. They learned many new expressions and enriched their French vocabulary, as shown by vocabulary tests.
5. Work was correlated between two departments.
6. Some students could use this knowledge for their future vocation.
7. Students were able to cooperate in committee work; some contributed more than others, according to their interest or ability.
8. The skits gave some students the opportunity to write and act the parts they had written. (They were given in English but could be given in French, or both.)

## Materials

Here is a list of the French terms used:

cloche, tricot, mouton, silhouette, faille, mousseline, chiffon, piqué, voile, cravate, habit, chapeau, moire, boudoir, chaise-longue, chic, parfum, eau de cologne, sachet.

Names of famous dressmakers and perfumes could be used.

A similar unit may be tried with terms of diplomacy, correlating with the social studies department; or foods, correlating again with the home economics department; or with music, art, and dancing. These terms could also provide a basis for an assembly program.

## SUGGESTED READINGS

"Imperative Needs of Youth," *The Bulletin, National Association of Secondary-School Principals*, Vol. 31, No. 145, March, 1947.

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Morrison, H. C., *The Practice of Teaching in the Secondary School*, Chicago, University of Chicago Press, 1931.

Overstreet, H. A., *The Mature Mind*, New York, W. W. Norton Co., 1949.

Pond, Frederick L., "Achieving the Imperative Needs of Youth," *The Bulletin, National Association of Secondary-School Principals*, Vol. 34, No. 171, May, 1950.

## SECTION 2

### PROVIDING FOR INDIVIDUAL DIFFERENCES

**Who should study foreign languages? No student should be prevented from studying a foreign language on the sole basis of a low intelligence quotient, or of a low rating on a prognostic test, or of failure in certain subjects. The student's whole record should be taken into consideration before determining whether or not he should begin foreign language study. Insofar as possible, provision should be made for the individual differences inevitably met in the average classroom.**

The following suggestions in providing for individual differences are offered:

### SUGGESTED PROVISIONS FOR THE GIFTED CHILD

*Whenever it is possible, gifted children should be given a whole program of enriched and slightly accelerated studies.* Many of these pupils will be future research scientists, doctors, statesmen, etc. They will need to use their knowledge of foreign languages, first for advanced study and later for their lifework. They should be given every opportunity to acquire skill in understanding, speaking, reading, and writing the foreign tongue at an early age when they are psychologically most receptive. (See "Conversation Classes"—under Methodology, Chapter II.) The mere

giving of supplementary tasks to the more able pupils is an expedient, not a solution of the problem.

*In many schools, especially small ones, it may not be possible or advisable, to segregate the gifted pupils.* These activities are suggested, therefore, for use in mixed classes by subgrouping or by committee work. If, however, segregation is considered advisable, these same activities may be developed for the gifted pupils in separate class sections:

1. Gifted pupils are seated in a part of the room near a reference shelf of dialogues, plays, and readers. They have the privilege of selecting any of the reference material during a regular class. While other pupils may have additional drill or review of pronunciation, reading, or parts of grammar, gifted pupils prepare reports to be presented to the whole group at some stated time.
2. A special aural-oral laboratory, sound-proofed and glass-enclosed, adjacent to the language classroom, would be an ideal place for the gifted pupils to work with records and recorders by listening, repeating, playing back, and recording.
3. In a classroom large enough to permit pupils to be separated into groups, gifted pupils can be put in charge of conversation groups. The teacher can circulate from group to group offering suggestions as needed.
4. When facilities permit, gifted pupils may leave a regular class to go to the library or art room for research on a special topic or project. They may have an individual project or may work cooperatively. If the number is small, the teacher can easily arrange for a checkup with the pupils or the checking may take the form of the final report or project presented to the whole class.
5. Gifted pupils may be assigned a series of graded readers. As one is read, the pupil takes the next step. The teacher may make up a set of test questions or use a list of vocabulary words to be given as each step is finished.
6. Class projects and committee work in unit teaching provide outlets for the energy and ability of all types of pupils.

#### **SUGGESTED PROVISIONS FOR THE SLOW LEARNER**

*Children of lower than normal mental ability—even the feeble-minded<sup>1</sup>—can study foreign language successfully and profitably.* The work, however, must be paced to their mentality. They should be placed in segregated classes whenever practicable. This will be in their interest and will preclude sacrifice of the interests of pupils able to pro-

<sup>1</sup>P. F. Angiillo, "French for the Feeble-Minded; an Experiment." *Modern Language Journal*, XXVI, 1942.

ceed at the normal pace. Every experienced teacher knows that it is not entirely possible to adapt the subject-matter to the interests of pupils of extremely varying mentality in the same classroom.

*Extreme variation will sometimes be unavoidable, especially in smaller communities.* The teacher will then meet it to the best of his ability drawing upon all the resources of his ingenuity. Such obvious devices as individual reading assignments tempered to the pupil's present level and directing the easiest questions to the slower students, need hardly be mentioned.

The activities of slow learners should consist almost exclusively of aural-oral work, with writing reduced to a minimum. It should be kept in mind that these pupils may have a short attention span. Teaching should be most vital and challenging. Songs and games and other learning activities regain flagging attention and participation. Frequent dramatizations and manual activities in unit study, such as poster work, model-building, costume-making and other devices, may be employed to make learning more functional for them. The growth of the pupil as a person may be guided in this manner.

Of the formal learning processes, memorization may be the one to which they will take most readily, although their retention span may be less than that of other students. Memorization of paradigms, dialogues, etc., should consequently comprise part of their activity. While the teacher must make every effort to develop their insight, care must be taken not to confront them with abstract problems which may prove merely frustrating.

### SECTION 3

#### USING COMMUNITY RESOURCES IN TEACHING

**A recent survey in a midwestern state<sup>1</sup> revealed that, with few exceptions, teachers had been reared in or near the communities which they were serving and had received their teacher education in nearby institutions. There is no reason to suppose that the situation is very different in Pennsylvania.**

*The teacher should consider it his duty to see that the community in general gains a just appreciation of the people whose language he is teaching and recognizes the importance of maintaining communications with them.* He should pursue a definite public relations program in the interests of the foreign language and culture in question. He should realize that in so doing he will be accomplishing a campaign against provincialism and he will be insuring for himself greater effectiveness in the classroom.

<sup>1</sup> C. L. Winters and E. J. Swenson, "The Typical Teacher in a Typical Community," *School Review*, Vol. 56, 1948, 141-45.



The effectiveness of teaching depends in large part on the attitude of the learner toward his total learning environment. The attitude of pupils is profoundly affected, if not determined, by that of their parents and associates. If language learning is held in high repute by the community, the children will approach language study with adequate motivation and interest. These are vital factors in any learning process.

Granted, then, that the teacher needs to create a favorable community attitude towards his subject, how can he and his pupils reach the public in order to achieve that purpose? Many approaches are possible, and in any community there will arise numerous occasions which the alert teacher will know how to use. In the brief space here available, only a few suggestive procedures and devices can be sketched.

1. *The teacher himself should have clearly and articulately in mind the values to be obtained from study of the language he is teaching.* He can begin then in his own classroom by thoroughly impressing these values upon the minds of his pupils. He should seek contacts with his pupils' parents and explain to them what their children can hope to achieve in his class. The opportunity for such contacts can be created and the benefits of the language instruction can be demonstrated concretely by the organization of classroom programs to which parents are invited.

2. *Through classroom programs to which other classes are invited and through assembly programs, he can extend ideas of foreign culture to pupils not studying language.* In some of them the desire to elect language will be instilled.

3. *Among his colleagues he will find allies.* The part that the geography, history, art, and music teachers can play in bringing attention to the values of a foreign culture is obvious. But even the mathematics and science teachers can point to the contributions made to our civilization by such men as René Descartes, Jules Henri Poincaré, Gottfried Von Leibniz, Karl Weierstrass, Galileo Galilei, Blaise Pascal, Guglielmo Marconi, Denis Papin, Louis Pasteur, and Robert Koch. Often cooperation will come spontaneously from other teachers but the modern language teacher, by suggestions, can help to insure such cooperation.

4. *Another invaluable ally will be found in the town librarian.* With his help it will be possible to reach beyond the pupils and into the community. The teacher and the librarian can collaborate to devise and recommend to the general public reading programs dealing with foreign culture; and together they can arrange for displays and exhibits.

5. *The language teacher should do what he can to influence the librarian and the library board to acquire reading matter—books, reviews, newspapers—in the foreign language.* For of what avail is it to develop foreign language reading skill in students if they have no opportunity to put that skill to use? And where, at present, except in the larger urban and cultural centers, do former students have access to foreign language reading materials? If the language teacher does not request and insist upon the acquisition and display of such material, who will?

6. *The local museum, if there is one, can be almost equal in importance to the library.* Here again, displays and exhibitions featuring the foreign culture are possible. Privately owned pictures and objects of foreign origin can frequently be obtained for museum exhibitions. Loan collections for display are obtainable from the cultural representatives of some foreign governments and from organizations like the American Association of Teachers of French. Information concerning such loan collections is provided in Chapter V, "Supplementary Materials."

7. *The teacher should lose no opportunity to interest local groups in foreign language and foreign culture.* Women's clubs, various youth organizations, parent-teacher associations, chambers of commerce, church groups, fraternal and service organizations will be receptive to travel talks, discussions of foreign customs, lectures on national cooking, etc. Some groups may even be interested in organizing foreign language conversation classes.

Local nationality groups and societies with foreign connections such as the Alliance Française, Pan-American Society, Sons of Italy, Saengerbunds, Maennerchors, and Turnvereins will readily cooperate with the teacher and with pupils in arousing interest in the respective languages and cultures which they represent.

8. *Sometimes it will be possible to prevail upon war brides to appear before classes and groups to tell about their native countries.*

9. *Local history may be exploited to arouse pupil and community interest in the contributions made to its development by groups of foreign origin—e.g., French Huguenots, German settlers, Italian immigrants.* Frequently it will be found that members of these groups furnish outstanding community leadership. Local place names may also be of foreign origin, a fact which when pointed out can serve to quicken interest in foreign language.

10. *The manager of the moving picture theatre may be persuaded to bring to town outstanding foreign motion pictures.*

11. *Music groups should be urged to stage recitals of national music.* Dancing schools similarly can be induced to present programs featuring national dances. Incidentally, the French origin of many ballet and square dancing terms could be pointed out.

12. *State and national holidays, special observances, and commemorative events all furnish opportunities for the teacher to direct attention to the language he is teaching.* Pennsylvania Week, Pan-American Day, Columbus Day, Foreign Language Week, the Goethe Bicentennial, and Balzac Centennial are but a few of the occasions offering points of departure for innumerable projects. In connection with special observances, for example, stores can be induced to feature foreign goods or to sponsor cultural displays.

13. *Foreign relief projects can also serve to direct pupil and community interest towards foreign language and culture.* The sending of CARE packages, church foreign relief activities, the Friendship and Thank You Trains, Tide of Toys, have all resulted in increased interest.

14. *In every community people receive letters from abroad which they cannot read.* They will often call upon the foreign language teacher for help. The German students of one high school announced publicly that they would translate letters received from Germany, and the public showed by its response that this offer of service was appreciated.

15. *The most potent forces in any public relations program are the newspaper and radio.* The effectiveness of all the activities mentioned above will depend largely on the amount of publicity they receive. In all his enterprises the teacher should never neglect securing maximum cooperation of press and radio. He will find newspaper editors most receptive to any matter with local emphasis and to items containing the names of local persons, including students. Radio and television stations will cooperate not only by announcing displays, events, and activities, but also by broadcasting programs devised by foreign language classes and clubs.

#### SUGGESTED READING

1. Unit on assimilation of foreign words in Chapter III, page 104.
2. Valuable information on community background, history, etc., may be found by consulting *Writings on Pennsylvania History, a Bibliography*, Pennsylvania Historical and Museum Commission, Harrisburg, Pa., 1946.



## SECTION 4

## COOPERATING WITH TEACHERS OF OTHER SUBJECTS

The need to correlate is a constant concern. By this means the material which is taught becomes meaningful. The pupil must have practice in associating and applying in his home life, in his life in the community, and in the nation, the knowledge learned in school. He must have practice in connecting the knowledge and attitudes gained in one class with those which he meets in others. By means of work planned cooperatively in units, there may be both interdepartmental correlation and community correlation.

*The teacher should remember that correlation can be overdone and so defeat its own purpose.* It is not always planned. The best correlation may come spontaneously. Good teachers have always been alert to seize appropriate opportunities for showing the relationships of their subject to other fields and its applications to life situations. Making a fetish of correlation, as may be done, can lead to confusion on the part of pupils. Sight of the primary aims of education should not be lost. Too frequent and too lengthy digressions should be avoided.

*Certain subject fields—English, social studies, geography, music—offer obvious and numerous opportunities for correlation with foreign languages.* Other fields, such as mathematics, physical education, and commercial subjects, will offer fewer occasions but should not on that account be neglected. In the summary which follows, only a few possibilities can be sketched. In practice a multitude of opportunities for correlation will arise in every classroom every day. The teacher must be ready to grasp and develop the most promising ones.

**SOCIAL STUDIES**

*Modern foreign languages and social studies can be linked in the following ways:*

1. Comparison of American "Declaration of Independence" with the French "Droits de l'Homme." There is a good set of French recordings by Charles Boyer (Decca) on this theme.
2. A trip to the United Nations sessions can be the joint project of social studies and foreign language classes. Printed bulletins brought back from the meetings can be the nucleus for reports in both groups.
3. French, Spanish, German, and Italian students can gather in-

formation on current events from foreign language publications and pass it on to the social studies classes.

4. French classes can draw up a list of diplomatic terms in government and explain them to the social studies classes.

Examples: *liaison*, *attaché*, *régime*, *communiqué*, *coup d'état*.

### ENGLISH

*Bonds between modern foreign languages and English can be established by:*

1. Presenting lists of foreign language loan-words currently used in English. Comparative charts are excellent to illustrate these borrowings. Here are some examples:

<i>Italian</i>	<i>Spanish</i>	<i>French</i>	<i>German</i>
piano	mañana	coup d'état	Sauerkraut
studio	adiós	adieu	auf Wiedersehen
a rivederci	tamale	au revoir	Frankfurter
spaghetti	hacienda	crêpes Suzette	Liederkrantz
allegro	adobe	camouflage	Wanderlust
soprano	buenos días	bon voyage	Wunderkind

2. The study of English literature will naturally entail consideration of influences from France, Germany, Italy, and Spain upon English writers and movements. Influences from France, for example, are to be found in Chaucer, Shakespeare, and Tennyson; from Germany in Carlyle; from Italy in Shakespeare, Milton, and Browning; from Spain in Fielding, Smollett, and Byron. Some writers, Blanco White, for instance, belong to foreign literature as well as to English.
3. The fact that some of the most distinguished figures of American literature—Henry Wadsworth Longfellow, James Russell Lowell, George Ticknor, Irving Babbitt—were teachers of modern languages indicates the opportunity for correlation between the field of literature and modern foreign languages.
4. Translation and adaptation of foreign poems can be used as exercises in teaching English metrics. (Consult bibliography for suggested reading.)

### GEOGRAPHY

*Among the means of correlation between geography and modern foreign language classes, the following are suggested:*

1. Illustrated foreign publications, maps, travel folders, posters, and

magazines can be used in the geography and language departments. Legends and captions of pictures can be translated.

2. Assignments in foreign atlases, almanacs, and yearbooks can be made. Students can be given projects such as the construction of graphs showing the extent in kilometers of the inland waterways of each country.
3. In all parts of the United States there are place names of foreign origin. The derivation of such words can be studied.
4. There can be joint meetings of geography clubs and foreign language clubs for discussion of topics interesting to both.
5. Joint assembly programs on France, Germany, Italy, and Spain, and foreign language plays with proper settings, are a few of the possibilities along this line. (Consult bibliography for suggested readings.)

#### **MUSIC AND ART**

*Music or art of a certain period, musical or artistic movements, musicians or artists, can become subjects of study and activity for students of French, German, Spanish, Spanish-American, and Italian.* Records can be played and vocal or instrumental music presented.

#### **SCIENCE AND MATHEMATICS**

*Study of the metric system offers a basis of correlation between foreign language and these subjects.* The contributions of foreign mathematicians and scientists in their respective fields furnish rich ground for exploration. See Section 3, this chapter, Using Community Resources in Teaching. (Consult bibliography for suggested readings.)

#### **PHYSICAL EDUCATION**

*Cooperation is possible here in the teaching of national dances.* (Consult bibliography on general information at end of manual.)

#### **COMMERCIAL STUDIES**

*Social and business letter writing should be an important part of the advanced courses in foreign languages and should correlate with the commercial classes.* The school can perform a real community service by offering help in translating and writing business and social letters. (Consult bibliography for suggested readings.)

**PRACTICAL AND INDUSTRIAL ARTS**

*The present interest in native crafts and ceramics is a good opportunity to integrate the work of these departments with the language.* Imports from Spain, Latin America, Italy, Germany, the Scandinavian countries, France, French Canada, and Switzerland provide examples—pottery from Mexico, Quimper, Sweden, Spain, Italy; weavings from Mexico, South America, Norway, Sweden; wood carvings from Canada, Switzerland, Germany, etc.

Fashion terms from French supply a good basis for cooperation between the French classes and classes of design and dressmaking. Expressions like appliqué, redingote, voile, mousseline, cloche, chapeau, cravate, tricot, piqué, chiffon, can become a matter of study for French students who take the project to the design classes. Costumes made by the practical arts classes for foreign language festivals and programs, and dinners prepared by foreign language and practical arts classes can serve as motivation for both groups.

Expressions pertaining to French cookery can likewise be correlated with the work in French in the case of classes studying foods and cookery. Some terms are: cuisine, table d'hôte, à la carte, roux, à la mode, fricassée, sauté, parfait, frappé, mousse, maître d'hôtel, etc.

A CHALLENGE FOR COOPERATIVE ACTION BY A HIGH SCHOOL FACULTY

The following resource unit has been developed by a State committee which was organized for this purpose. This planning for Family Life Education represents an opportunity for cooperative and concurrent faculty action on a problem of living that is basic to modern life. Because of space limitation, only the material which is related to modern foreign language teaching is included in this bulletin. Bulletins which are concerned with curriculum improvement in other subject areas contain a similar section on Family Life Education. Conferences within school faculties may thus develop the needed cooperation.

UNIT 1--A RESOURCE UNIT  
Integrating Family Living With Modern Language Education

NOTE: In this report no attempt has been made to indicate the scope of subject matter in Family Life Education. Typical items have been selected to serve as illustrations.

INTEGRATION WITH MODERN FOREIGN LANGUAGE

<i>Specific Goals</i>	<i>Content</i>	<i>Experiences</i>	<i>Teaching Aids</i>
To recognize and respect the contributions people of other cultures and races make to home and community living	Family traditions and customs in the particular country being studied: 1. Attitudes of men and women in these countries toward Each other Children Sharing the work in the home Education Courtship and marriage	Through readings, conversations with family members, friends, etc., report to the class findings on family customs and traditions in foreign countries.  Prepare and produce skits illustrating these findings.	Class visitors: Parents and students with European and South American background Foreign students from nearby colleges Representatives from consul's office
2. Customs at special holiday times Christmas, etc. National holidays Family birthdays		Discussion: When traveling in a foreign country you are an informal representative of your country. What responsibility have you for making a good impression?	
3. Social customs Greetings Introductions			



4. *Outstanding characteristics*  
Family dress  
Food  
Housing

5. Outstanding contributions by people of foreign lands to happier, richer, family living in the fields of  
Art  
Music  
Literature  
Science

Formulate a list of today's great artists, musicians, architects, writers, scientists, and the countries from which they came.

FILMS (16 mm.—sound)

Consult film lists from:

- American Junior Red Cross
- Encyclopaedia Britannica
- Pennsylvania State College Film Library
- Young America Films

Pennsylvania State College Film Library—Rental \$1.50

Family Life in the Days of our Forefathers  
Colonial Children

Modern Family Living  
Dead End Children

Consumer Protection  
Family Affair  
Family Life  
Make Way for Youth  
You and Your Family  
Family Teamwork  
Families First

Happily Ever After

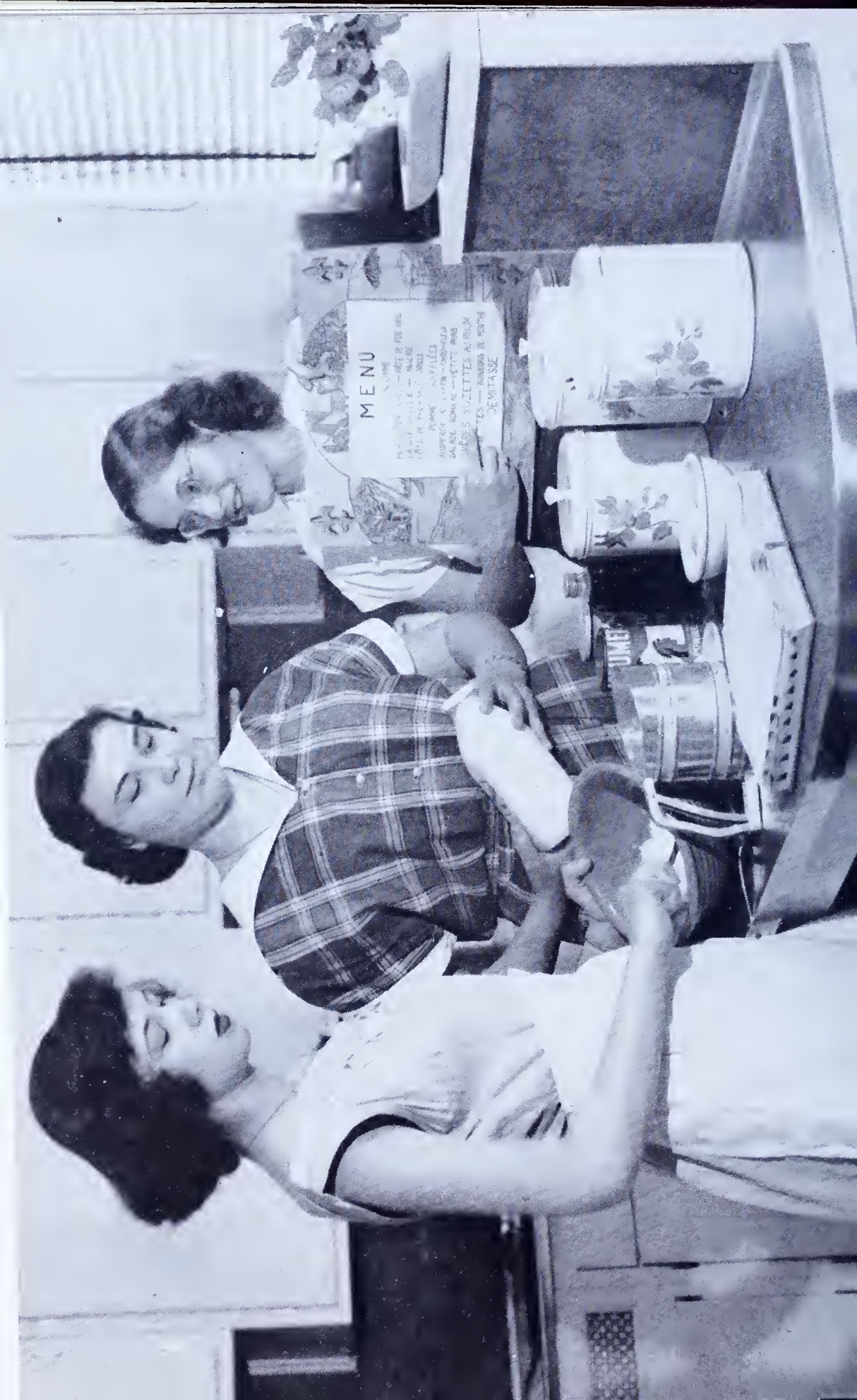
As Others See You  
Home Ground  
School Spirit  
Stepping Out  
Table Talk

- New York Commission on Human Relations,  
New York University, 26 Washington Place—Rental \$2.00  
Coronet Films—Rental \$1.50
- New York University, 26 Washington Place, N. Y.—Rental \$4.00  
Coronet Films—Rental \$1.50
- Association Films, 347 Madison Ave., N. Y.—Rental \$1.50
- Association Films, 347 Madison Ave., N. Y.—Rental \$1.50
- Frith Films, 840 Seward St., Hollywood 38, Calif.  
New York State Dept. of Commerce Film Library, 40 Howard Street,  
Albany, N. Y.—Rental \$3.00

FILMSTRIPS

Film Publishers, Inc., 25 Broad Street, N. Y. C.—Cost \$3.00

McGraw-Hill Book Company, Inc., 330 W. 42d St., N. Y. C.—Cost \$4.50 each





Other cooperative work between two or more teachers may readily be planned. This is illustrated by the following unit:

## ILLUSTRATIVE UNIT 2

### PLANNING A FRENCH DINNER

#### *A Unit on Correlation Between Departments of French, Home Economics, and Art*

##### *Situation*

Members of the elementary French class, after studying vocabulary for foods, and for dishes and implements used in eating, decide that they wish to have a French dinner.

##### *Problem*

It will be necessary to prepare their own meal because the town has no large restaurant.

##### *Teacher's Objectives*

1. To encourage the use of the French language outside the classroom
2. To increase vocabulary
3. To show how many words and expressions the English language has adopted from the French
4. To increase interest in the study of French through using the language socially
5. To teach courtesy
6. To teach good selection

##### *Student's Objectives*

1. To use the French language
2. To learn to read menus written in French
3. To enjoy a social time and "different" food

##### *Procedure*

The Home Economics instructor is consulted concerning the use of the foods laboratory and her willingness to supervise the preparation of the dishes. The class is divided into committees, with the following duties:

1. To procure a French cook book
2. To ask the Art Department to help design the menu, favors, and place cards
3. To prepare the food
4. To write the invitations in French
5. To select hosts and hostesses for the meal
6. To choose musical recordings suitable as background music

*Outcomes*

1. An expanded vocabulary—frequently used terms, such as:

à la carte	canapé
maître d'hôtel	crêpes Suzette
bouillon	meringue
consommé	charlotte russe
hors-d'oeuvres	demi-tasse
lyonnaise	pièce de résistance
au gratin	entrée
sauté	bisque
hollandaise	julienne
soufflé	au jus
croquette	petit four
en casserole	pâté de foie gras
filet mignon	aux croûtons
filet de sole	purée

2. Increased social adjustment through the ability to understand menus presented in the larger hotels and restaurants
3. Correlation between departments
4. Habits of good fellowship and cooperation acquired through working together in small groups
5. Realization of interdependence of nations through the realization of the number of French words and expressions used regularly in our cookbooks and menus
6. A practical opportunity to use the French language
7. A respect for other nations and appreciation of their contributions to civilization
8. Motivated interest

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- Additional references may be found in the bibliography under Home Economics at the end of this chapter.

ILLUSTRATIVE UNIT 3  
ADOPTING A FRENCH SCHOOL

*A Unit in Correlation of Activities between Departments (Art Department and French Department)*

*Situation*

The art students, after a class discussion on the UNESCO World Exchange movement, decide to ask the French students to join them in adopting a lycée in some small city or town in France.

*Activities*

1. Making an artistic album or booklet which will picture the everyday life of the high school student in the United States
2. Procuring the necessary art materials to send to the adopted lycée so that the students there may make a similar album or booklet to send back

*The Teacher's Objectives*

1. To stimulate interest in real life situations of a foreign people
2. To stimulate interest in the principle "give and take"
3. To give impetus to creative and artistic design, using one's environment as subject matter
4. To give impetus to the practical use of the French language
5. To inspire young people to work in groups and to assume responsibilities cooperatively

*The Students' Objectives*

1. To learn about the French lycée—how it differs from the United States high school
2. To learn about the daily activities of French students of the same school level
3. To design and draw or paint something from life
4. To make practical use of the French language

*Procedure*

1. An over-all or steering committee composed of the art and French teachers and three students from each department discuss, plan, and outline divisions of work to be done
2. The combined group of art and French students are divided into committees, according to interest and special ability, wherever possible

3. Committees for the following activities:

- a. To consult with the American Junior Red Cross in Washington, D. C., for background materials and the suggestion of a lycée to adopt
- b. To establish contacts with UNESCO in Paris (Division of Arts and Letters—Art Education) for further suggestions and instructions for sending the album and the supplies
- c. To decide the size, kind, and quality of the album
- d. To write to art supply manufacturers for wholesale prices and probable gifts
- e. To plan and distribute assignments covering the activities typical of the United States high school student

There can and should be some twelve committees to carry out to its completion the activities necessary for this unit.

*Outcomes*

1. Departmental cooperation
2. Habits of good fellowship and cooperation, acquired through working in small groups
3. Respect for other nations and an appreciation of their daily habits and customs
4. Desire for closer international relations and for better understanding between peoples
5. Progress in the practical use of skills in the process of development
6. A feeling of "belonging" to the world community through participation in an international movement

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## SECTION 5

## DEVELOPING MODERN LANGUAGE EDUCATION

The foregoing sections indicate that a cooperative program to make modern language education more effective must, first, find out what pupils need to know in order to do better what they are now doing and what they will probably do later; second, recommend the best way to teach the most functional skills and behaviors. Such a program must represent an integration of: (1) pupil needs (2) social values, (3) skill in using foreign languages, (4) functional learning activities, and (5) means of comprehensive evaluation. We cannot underemphasize any single segment. The problems and time which are involved in our planning require the best that modern research and cooperation can provide.

While secondary schools have always achieved results of great significance, there is room for much improvement. Our society has been undergoing such rapid change that it is difficult for schools and modern language departments to adapt their programs fast enough to provide the education-for-doing that is needed. In addition, we have been discovering much about what learning is and how it can best be guided.

We have evolved several basic points of view which promote more effective learning. These results of a half century of progress are generally accepted: (1) in modern textbooks on educational psychology,<sup>1</sup> (2) in books on teaching methods,<sup>2</sup> (3) in the 1950 edition of the *Evaluative Criteria* of the Cooperative Study of Secondary School Standards,<sup>3</sup> and (4) in reports of State and National committees.<sup>4</sup> These sources present points of view and problems on which each of us for himself may make decisions, develop plans, and try procedures. These are the focal points of curriculum improvement.

*Are the prestige and consensus of these sources significant? Do they represent the development that comes from research and growth in any profession? Do these sources indicate the "unity out of diversity" which we need in order to go forward together? Has there been evolved "a scientifically derived philosophy of education"? Is a gradual achievement of these expressed points of view possible?*

Many of us are adapting our work to these points of view. Others are dissatisfied with present results and are looking for more valid curriculum practices. Curriculum improvement programs have been financially supported and organized in nearly every state and city so that the behaviors of good citizenship and scholarship may be better developed and so that

<sup>1</sup> Arthur I. Gates, and others, *Educational Psychology*. New York, The Macmillan Company, 1948.

<sup>2</sup> *Learning and Instruction*. Forty-ninth Yearbook of the National Society for the Study of Education, Chicago, Ill., University of Chicago Press, 1950.

<sup>3</sup> *Evaluative Criteria*, Washington, D. C., Cooperative Study of Secondary School Standards, 1950.

<sup>4</sup> See yearbooks of the National Society for the Study of Education and *The Modern Language Journal*.

public funds for education may be spent more effectively. In Pennsylvania, in addition to the State Curriculum Improvement Program, four school study councils and twelve annual principals' workshops have been organized to stimulate the changes which are represented. Hundreds of local faculty programs are focused toward the development of programs of dynamic education.

Some of these points of view are listed below in order that the user of this bulletin may consider them and may understand some of the bases for suggestions which are made in programs of curriculum improvement and in the pages which follow.

### **OBJECTIVES IN TERMS OF GROWTH IN WHAT THE LEARNER DOES**

Learning is a change of behavior—*thinking, feeling, and acting*—which is produced by what the learner does.<sup>1</sup> There is a difference between teaching for knowing and teaching for doing. The dual problem of helping youth to mature and to acquire desirable cultural behaviors, including skills in the use of languages, is broader than has long been assumed.

Teaching for cultural behaviors involves the principles that—

1. Objectives are best expressed as desirable changes in what the learner actually does. The Ten Imperative Needs of Youth are behavioral tasks.
2. Desirable changes in what the learner does do not develop automatically as by-products of the teaching of subject matter.
3. Each type of behavior, including skills in the use of languages, requires direct provision for its practice in active learning situations and in types of evaluation.
4. Essential values in education lie in teaching the understanding of functional subject matter skills and concepts and providing practice in the application of them to everyday life in school and in the learner's environment.

The teaching and the testing of subject matter data alone have been found to have little effect on genuine learning. Teaching that changes what the learner does—how he thinks, feels, and acts—achieves the purposes of both life adjustment and precollege education. Genuine education creates growth in the learner as a whole—his intellect, his attitudes, his activities. A good learning situation leads him to develop—through practice—in all of these types of behavior.

The following considerations are derived from this fundamental agreement:

#### **1. *Pupils Learn Best What They Need to Know Most***

Interests are a fusion of the needs and tensions which pupils feel. There is meaning as well as a challenge when teaching is focused on the tasks which people face. There is hunger for this kind of learning:

<sup>1</sup> *Learning and Instruction*. See footnote 2, page 38.

these needs are the motivators of study and learning. The Imperative Needs of Youth (See Page 6, this Chapter) provide a comprehensive pattern.

## 2. *Pupils Learn Best What They Do*

There is a distinction between the memorized learning of inert ideas and the cultural behaviors and transfer values which are developed through meaningful learning activities. Learning-by-doing activities, which are meaningful to the learner in terms of his life and needs, create intense participation and retained learning. The pupil learns and remembers what he uses and needs to know.

Learning situations are meaningful to the learner to the extent that they are—for him—lifelike and worth while. Meaningful units, problems, and projects challenge the will to learn and release energy more than extrinsic awards or coercion. Discipline is best when it is inherent in the meaningfulness of the learning.

Without the participation of the learner in many types of learning activities, there is excessive memorized learning. Daily assign-study-recite-quiz procedures encourage temporary verbal mastery. Desirable cultural behaviors, including skills in *using* languages, are developed by practicing them. Learning for doing involves much doing in the learning.

## 3. *Pupils Learn Best What They Find Out for Themselves*

The wise teacher is seldom a giver of knowledge; he is a guide to knowledge. He seeks always to promote types of inductive learning. Such teachers lead pupils to find out things for themselves. Then pupils find and master knowledge in a functional setting. It is the daily tasks and problems that measure out strength. The wisdom of the ages is an instrument for better living here and now. In this process, as need arises, drill has an essential place.

Learning activities of a problem-solving unit type are especially productive of the critical thinking and of the functional use of language, both of which are needed continually in school and in life. Problem-solving behaviors are developed through learning activities in which they are practiced. The phrasing of unit titles as questions challenges pupil activity.

## 5. *Planning*

Teacher preplanning and pupil-teacher planning are both essential for well-motivated class activities.<sup>1</sup> Pupil participation in planning de-

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<sup>1</sup> *Evaluative Criteria*. See footnote 3, page 38.



velops pupil concerns and efforts beyond the shallow ones of getting a mark to please the teacher and to add more credits. Pupils need practice in democratic planning and in evaluating.

### 6. *Successful Teaching*

Learning has been defined as the behavior changes—thinking, feeling, and acting—which result from what the learner does. Education should make a pupil change his mind, change his words, and change the direction in which he is going. Successful teaching, then, involves setting the stage—with problems, learning activities, and subject matter—that will assure pupil reaction, practice, and attainment of the desired behavior changes, including skill in *using* languages.

## **SOLVING PROBLEMS OF CURRICULUM IMPROVEMENT**

The above statements cover much research and careful thinking by many people. Coming as they do from well-recognized sources, they may be helpful in solving many problems of curriculum improvement. A great deal of our teaching is not very successful in terms of pupil mastery of desirable behaviors. Suggestions from such authoritative sources may point the way to better results through more meaningful and varied pupil learning activities. The suggestions become more clear as they are illustrated in practice. To provide ideas for the gradual curriculum improvement and creative teaching which are necessary to carry them out, and to give examples of some of them in operation—these are the purposes of this cooperative publication.

Experience has shown that the study of principles does not by itself result in curriculum improvement. It is best to start with one or more specific individual or group problems that present challenges and merit action. However, attacking problems without reference to basic principles does not often result in improvement. A two-way procedure from problems to principles and back again may be found more effective.

There are not many general points of view concerning education. Out of the many investigations, experiments, and reports of general practice there should develop for each of us sound principles for preparing young people for life. Satisfaction lies only in continuous adaptation.

## **TEACHER PREPARATION**

Modification of practices in teacher selection will do much to insure attainment of the very real functional values which lie in modern language instruction. Recourse to undesirable expediences is often unavoidable. But, for the adequate development of their rich potentialities, languages demand that the teacher have both full mastery of his subject matter and specific practice in the techniques of its presentation.

When a teacher whose major interest lies in an unrelated field and who barely meets the meager certification requirements is assigned language classes, satisfactory results are hardly to be expected.

When it is necessary to require a teacher to carry two or more subjects, it should be borne in mind that while a teacher educated in languages is likely to do an acceptable job of teaching English or social studies, the same cannot reasonably be expected of a physical education or industrial arts instructor assigned to teaching languages. The proper education of modern language teachers includes a solid background in English and the social studies, but to find teachers of other subjects who have had sufficient abilities in language to insure its successful teaching is difficult.

Of the many institutions which prepare language teachers, some are much better equipped to turn out a satisfactory product than others: The administrator faced with the problem of engaging a language teacher is urged to make some effort to ascertain the standing of the language departments which have taught the candidates under consideration.

The transcripts of the candidates should be considered to make sure that their preparation is properly balanced and includes the basic courses indispensable to successful language teaching. There is, unfortunately, a tendency in many institutions to weight the program too heavily with literature courses and to neglect the practical language work which the future teacher needs most. In some cases the preparation of a candidate will be found to reflect the particular academic interests of his college professors rather than the student's needs for his future tasks.

The basic indispensable fields in which the future language teacher should have had preparation are these:

1. *Adolescent Growth and Development*: The object of the teaching (the pupil) has as much or even more importance than the subject.
2. *Practical Phonetics*: The teacher needs not only to perfect his own pronunciation, but also to diagnose and remedy the difficulties of his pupils.
3. *Advanced Composition and Conversation*: Oral and written mastery of the language is obviously essential.
4. *Civilization*: The teacher must be thoroughly familiar with the historical, economic, political, and cultural backgrounds of the people whose language he is to teach.



5. *Historical Grammar*: Complete understanding of the language can best be furthered by acquaintance with its evolution and structure.<sup>1</sup>
6. *Literature*: While a preparation consisting solely or overwhelmingly of literature courses is undesirable, the teacher nevertheless needs to become thoroughly conversant with the literature of the country whose language he is teaching. He should, consequently, take as much work in this field as is possible. The study of literature should include a survey course, to come preferably in the fourth year of college (certainly not earlier than the third year), to give a unified picture of the whole scope of the country's literature, including that of interest to teen-agers.
7. *Methodology*: Language teaching requires the development of special skills and the knowledge of special techniques. It is as important that the language teacher receive extensive practice in methodology as it is that the elementary teacher receive practice in the techniques of teaching reading.

*The opportunity to come into firsthand contact with native speakers in their own environment is of paramount importance in the education of the language teacher.* Travel and study abroad ought to be considered indispensable, but may not always be practicable. In the latter case the teacher candidate should attend at least one of the specialized language summer sessions, such as those offered by Middlebury College, Western Reserve University, Mills College, Laval University, The Pennsylvania State College, and the University of Wisconsin.

#### *Suggested Reading:*

- Freeman, Stephen A., "What Constitutes a Well-Trained Modern Language Teacher?" *The Modern Language Journal*, XXV (January 1941) 293-305.
- Purin, C. M., *The Training of Teachers of the Modern Foreign Languages*. New York, The Macmillan Company, 1930.
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#### **CONTINUED GROWTH IN TEACHING**

"We want to know how to deviate from the textbook without getting lost; how to introduce and teach a unit; how to plan with pupils . . .

"We want to know how to change the morale and behavior of groups, how to use the principles of group dynamics; how to help groups reach decisions and evaluate their own work; how to relate activity to the problems, concerns, and tensions of pupils; how to work with a small group in a classroom and, at the same time, keep other pupils profitably busy.

"We want to know how to spot and use community resources; how to find people who know the answers to our problems and how to get their help; how

<sup>1</sup> By "historical grammar" we do not mean the traditional phonology and morphology course designed for specialists in philology, but a course intended to give the nonspecialist a better understanding of the current language. Such a course would subordinate phonology and morphology to syntax, word-formation, and semantics.

to build units on problems not found in textbooks; how to provide school experiences that will help pupils toward maturity.”<sup>1</sup>

These were the grouped replies of three hundred classroom teachers to an inquiry on what help they wanted most.

Similar problems are faced by many of us. They have been created by the impact of modern research upon a partially defective educational process. Statistics which reveal startling personal and social shortages have made their solution a matter of deep concern. Their consideration by school faculties and individual teachers is challenged in this bulletin. For their solution, experimentation must move into the classroom.

Reports in the literature on modern language teaching—and in preparation of this bulletin—indicate how some of us are solving problems which are presented. The results mentioned are factors of the situation which produced them—the teacher, the pupils, the school, and the equipment. They provide stimulation and suggestions. *Bulletins and reports are of significance not in what they do for us, but in what they get us to do for ourselves.* Each of us may through trial and self-discovery reconstruct the experiences of others in his own classroom. Then problems may be solved.

Since first attempts may not achieve full success, patience is needed. As in any kind of problem-solving—learning-by-doing, particularly learning-by-trying, is the best approach. Few experiments in education end in failure. There is much room for improvement. The zeal, vigor, and enthusiasm which the experimenter himself contributes, result in better total development of students no matter what results may be measured.

Some directions for solving problems concerning the improvement of individual teaching may be indicated by the following self-rating chart:

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<sup>1</sup> Vernon L. Replogle, “What Help Do Teachers Want?” *Educational Leadership*, Volume VII, Number 7, April, 1950.

### A TEACHER'S SELF-RATING CHART

	Check		
	Yes	? <sup>1</sup>	No
1. Can I define the actual pupil behaviors—thinking, feeling, and acting—which I am trying to develop?			
2. Do I guide learning activities in which desirable behaviors are practiced?			
3. Can I depart from daily recitation (textbook assign-study-recite-quiz procedure) without getting lost?			
4. Can I plan and guide an experience <i>subject matter</i> unit?			
5. Can I plan with pupils and guide an experience <i>life-problem</i> unit?			
6. Do I know how to use the principles of group dynamics?			
7. Do my pupils feel free to discuss their problems with me?			
8. Can I relate content teaching to the adolescent problems, concerns, and tensions of pupils?			
9. Can I subgroup, form committees, etc., and keep all working on a well-motivated level?			
10. Do I know how to spot and use community resources?			
11. Do my students apply the principles of my subject to their own problems?			
12. Do I involve the introverted and "isolates" in group activities?			
13. Do I teach my pupils how to read and study my subject?			
14. Do my students use good English in oral and written reports?			
15. Do I continually invite student problems for discussion and problem solving?			
16. Are my students having actual, frequent practice in critical, inductive reasoning?			
17. Do I work with a school club to further special interests?			
18. Have I had adequate preparation in fields which are related to my subject?			
19. Do I have an adequate knowledge of my object—the learner?			
20. Have I had intensive and modern preparation in the subject I teach?			
21. Do I relate my work to that of other subject teachers in my school and request similar cooperation?			
22. Do my students understand the vocational opportunities in my subject field or work to which it may lead?			
23. Do I praise more often than I blame?			
24. Do I subgroup to meet the special needs of vocational and precollege students?			
25. Do I make a special effort to locate and encourage talented youth?			

<sup>1</sup> Doubtful.

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## CHAPTER II

# METHODOLOGY OF MODERN LANGUAGE EDUCATION

Modern foreign language study becomes effective only as it becomes meaningful to the student. He must know that the study of a foreign language contributes to his immediate as well as to his ultimate cultural or professional development. Active participation in the foreign language lesson by the students—through constant aural-oral experience—is the most efficient method of arousing and securing student interest.

It is important therefore that the first lessons be used to fix the aural-oral images of the language in the student's mind and that these early lessons be a direct experience in speaking and hearing the new language. Thus the student will feel that he is acquiring a new skill that can be put to immediate and ever-growing use.

Suggestions toward the development of such skill are made in this chapter under the following sections:

1. Using the Aural-Oral Process
  - a. Organizing Conversation Classes and Groups
  - b. Teaching Vocabulary
  - c. Developing Pronunciation
  - d. Planning for Dictation
  - e. Teaching Poetry
2. Teaching Reading
3. Teaching Grammar
4. Providing for a Multiple Approach
5. Planning for Civilization and Enrichment
6. Guiding Pupils in Course Selection
7. Organizing Foreign Language Clubs

Although considered separately, these phases are parts of one whole process and should be integrated to contribute to the total linguistic education of the student.





SECTION 1  
USING THE AURAL-ORAL PROCESS

The fanfare that attended the progress of the Army Specialized Training Program during World War II brought foreign language teaching into the public eye. The effectiveness of the army program focused attention on language teaching in general, subjecting it to critical judgment and evaluation. This was, on the whole, a vivifying experience, for it brought back to wide acceptance the speaking aim which was de-emphasized by the Coleman Report of 1929.<sup>1</sup>

Even a cursory glance at the long history of foreign language teaching will show that since the Middle Ages it has undergone a series of popular and unpopular phases following each other at fairly regular periods. At each unpopular period interest has been revived by a realization that language is a means of communication and as such its teaching must call forth active, audible participation on the part of both the pupil and the teacher.

*These remarks are not meant to belittle reading or writing as a part of a foreign language program.* But either of these two aims may quickly disintegrate into mere translation lessons, memorizing, and verbalizing. Such teaching becomes uninspiring.

The army, bent on quick, efficient results, supplied for its language classes two types of teachers: the technician, experienced in the art of teaching, and the native drill master for the aural-oral exercises. The modern foreign language teacher should therefore never forget that he or she must fulfill a dual role—that of the expert pedagogue and that of the native who can speak fluently.

The impetus given by the ASTP (Army Specialized Training Program) has carried foreign language teaching forward so that it is now in the full tide of successful experiment as a means of communication.

Widespread comments concerning the adoption, adaptation, and success of the aural-oral process are indicated by the following reports:

The study of language should be approached from the point of view of its primary function, that of the expression of thought. Language was never intended to be used for the purpose of an autopsy.

Many investigations have established the fact that there is no definite correlation between grammatical knowledge and reading ability. They are entirely different types of activity.

The basic assumptions of the method are: first, that language is

<sup>1</sup> Algernon Coleman, *The Teaching of Modern Foreign Languages in the United States*. The Macmillan Company, 1929.



something that you do, and second, that the natural way to learn a language is by using it. . . . it is illogical and absurd to infer that under the intensive method grownups learn a language the way children do.

At Wisconsin, we go on the assumption that language is something you *do* and therefore we teach by having them *do* the language. . . . Throughout the year, the time of all classes . . . is devoted largely to oral practice of one sort or other.<sup>1</sup>

The following notes from a paper presented at an annual meeting of the Association of Modern Language Teachers of the Middle States Association, are informative in this connection.

Speaking is a social activity and the classroom situation, we must admit, presents an unreal medium for a spontaneous conversation. However, students find it intriguing to be able to use the foreign language. . . . The students are cooperative in all forms of lifelike activity proposed toward this end. The responsibility then rests with the teacher as to the best techniques to use to help students acquire oral fluency. The best method is the one by which any given teacher can obtain maximum results.

The child's process of learning to speak before he learns to read and write is the logical process of learning at any age.

Opportunity must be given to each child to become used to his own voice in the foreign language. One means of doing this is to group the members of the class by two's or three's and allow conversation based on previously studied material. The teacher goes around the room listening in and helping.

The question is constantly asked, "Can grammar be learned through conversation?" In my opinion, it is the easiest way to learn it. . . . We must revamp our methods of teaching fundamentals to insure speedier acquisition of them and longer retention of them.

Interesting readers should be introduced as early in the year as seems advisable. Translation into English should be used only as a rare exercise. The student should learn to read and understand in the foreign language. . . . The teacher should beware of doing all the questioning. Students like asking questions of their classmates. Pupils like to give oral résumés of their reading.<sup>2</sup>

#### a. ORGANIZING CONVERSATION CLASSES AND GROUPS

**In the course of the student's study of foreign languages he should have as many experiences as possible comparable to real-life situations. This is especially true in an aural-oral program.**

<sup>1</sup> Julian Harris, "Assumptions and Implementations of the Intensive Method," *The Modern Language Journal*, Volume XXXIII, Number 7, November 1949.

<sup>2</sup> Esther M. Eaton, "Conversation—How?" *The Modern Language Journal*, Volume XXXIII, Number 2, February 1949.

In some schools conversation classes have been successfully conducted for a number of years. These classes, whose procedure is described below, meet two periods a week. They are scheduled as elective minors and the students are given credit for their work as for any other two-period minor. Similar activity in regular class periods may be readily feasible.

### ***Organization***

1. Students should be grouped with respect to their interests or linguistic ability.
2. The number of students in a class should be limited to 15, if possible, and should never exceed 20. A conversation group within a class should number five or six.
3. These classes may meet two periods a week in addition to the regular 5-period-a-week classes.
4. These classes are not clubs.

### ***Character and Tone of Conversation Class***

An informal tone should be maintained throughout. If possible the students should sit in a circle. The teacher should direct the conversation, not monopolize it. He must show unlimited patience during the first few weeks of painfully slow speaking. By his comments, questions, and attitude he will give importance to the simple little contributions of the students. He will find his efforts and fortitude amply rewarded by the confidence, fluency, and facility his students gradually acquire in speaking.

Correction of mistakes should be as unobtrusive as possible. Stopping the student at every mistake, or jotting down each mistake as he speaks, serves only to discourage efforts and dampen enthusiasm. A text on conversation should be used only for reference, vocabulary, or as source material for the topic assigned.

### ***Topics of Conversation***

The subjects to be assigned in class should be carefully graded for difficulties and arranged in three categories which, in order of increasing difficulty, are description, narration, and discussion. Pupil-teacher planning will result in the selection of topics which possess maximum meaning.

1. *Description.* The beginning student may describe his family, home, room, garden, church, street, teacher, comrades, favorite foods, etc. While speaking the student should have a mental image of the person or thing he is describing.

2. *Narration.* Topics in the second category might be a simple tale (legends, fables, familiar fairy stories are best at the beginning), a picnic, a trip, a visit, an amusing adventure.

3. *Discussion.* Discussion is the most difficult, since the speaker has no mental picture to follow. Topics for discussion might be the merits of the school paper. Why are good manners important? Does the athletic program promote fair play? What is a civilized person?

4. The subjects of conversation are of course unlimited and, aside from the first simple descriptions, will vary according to the seasons, holidays, current events, fashions, and school activities. The wise teacher will keep a list of subjects to which he can turn when the need arises.

### ***Suggested Procedure***

1. The topic to be the subject of conversation should be announced a few days before it is to be discussed. On announcing it, the teacher should give a short example of what may be said on the subject.

2. Students will prepare their talks as they wish, look up appropriate vocabulary or illustrative material from books made available to them by the teacher.

3. When the class meets, each student will give his version of the topic. It may take several periods to have every student speak. The pace must not be hurried.

4. After each talk the other members of the class should ask a question of the speaker on what he has said. This keeps the class attentive and often leads to lively and amusing remarks.

5. The teacher should place a question from time to time to give a new form to the questioning.

6. Occasionally in order to vary the procedure the teacher may give his version of the topic and allow the class to question him. Sometimes games may be played or a foreign visitor or foreign-born citizen of the community may be invited. If food is the topic, the class may eat lunch together.

7. The students should speak on the various topics of the first category until the teacher feels that they are ready to go on to the next.

8. The program should be conducted entirely in the foreign language.

### ***Outcomes***

**The success of the conversation class depends almost entirely on the teacher's skill, ingenuity, and enthusiasm. For that reason these classes are the most**



rewarding. In such small groups the teacher becomes thoroughly acquainted with the pupils, and in the course of the conversation learns the background, home life, and character of the student. The class is a constant challenge to the teacher's facility in the language and furnishes the motivation for continued improvement.

Their ever-increasing fluency, facility of speech, and expanding vocabulary are sources of wonder and pleasure to the students, who realize that their language study has meaning.

Pupils in the intermediate and advanced levels who for some reason cannot continue in the regular language classes may be enrolled in two-period conversation classes and thus maintain their skill in the language.

The enthusiasm of the students is transmitted to the parents, who view with pride and satisfaction their children's ability to speak the foreign language. This attitude of parents contributes to good home and school relations.

#### *Increasingly Effective Use of Language for Daily Communication*

Communication is a two-way process, involving social and psychological adjustments as well as effective use of language. Hence, it is important that the skills of communication be taught in situations which involve such adjustments and not in isolation.

Among the most used skills are ability to persuade, to explain clearly, to make reports, to plan in groups, to defend a point of view, to engage in group discussion, to share personal experiences interestingly in conversation or personal letters, to use with ease the language of guest-host relationships, to conduct meetings, to make announcements, to interview others, and to carry on business transactions effectively and courteously in face-to-face contacts and by mail.

Especially important is mastery of the underlying processes of observing and assimilating experience, selecting ideas or details with a purpose in mind, organizing material clearly for presentation to others, and expressing oneself with clarity, interest, and, among more gifted students, with some degree of personal style.

#### *b. TEACHING VOCABULARY*

The acquisition of a practical basic vocabulary is of major importance in foreign language study. The pupil must become vocabulary conscious. Good teachers provide the motivation for the pupil's acquisition of a comprehensive vocabulary.

A complete mastery of all the words with which a pupil comes in contact is neither necessary nor advisable. Frequent counts have demonstrated that certain words are rare both in literary and in oral language use. It is sufficient that words of this class be made a part of the passive vocabulary; that is, that they be taught for recognition only.

**Approach: Aural-Oral-Visual**

*Successful teachers have found that in the early stage of language instruction informal presentation of new words without the use of English is the best method of vocabulary teaching.* Such teachers use a variety of classroom realia—gestures, intonations, simple sketches, and other devices—to provide the pupil with the means necessary to comprehend newly presented words. By this method the pupil associates symbols with their meanings, thus learning early to think in the foreign language. In addition, pupil interest is awakened and sustained through the vividness of the presentation. The teacher has unlimited opportunities for the exercise of imagination and ingenuity in presenting vocabulary.

Teachers who use this method start the presentation of vocabulary very early, often on the first day. The teacher, feeling that every new word should appear first in a sentence, provides an entire sentence. Frequently the process takes the form of question and answer. The teacher, indicating an object in the classroom, asks in the foreign language, "What is this?" and he then answers the question himself. After having repeated the question and answer a number of times, he asks the question again, indicating that the class is to answer in chorus. Later pupils answer singly or in small groups. The answer is thus repeated until it is apparent that every member of the class understands the new word.

The words will be used in a wide variety of sentences to bring out every shade of meaning: What? Where? When? How? Why? Who? The sentence method of presentation with the noun-article pattern constantly appearing to indicate gender will prove an invaluable aid to progress in the learning of the language.

To insure the learning of the correct pronunciation, the teacher will first pronounce all new words and then have the class repeat them. Next, the words may be dictated by the teacher and written on the board by the pupil. In this way the pupil hears the word before he attempts to use it, and he always uses it before he sees it written.

Not all words can be made visible by the display of objects or by simple chalk drawings. In such cases the teacher will quickly dramatize the action or paraphrase the meaning in the foreign tongue, using simple language already familiar to the pupils.

**Assimilation: Memory Work—Drill**

*From the very beginning, when the teacher is influencing the formation of right attitudes toward the study of foreign languages and inculcating*

*correct habits of study, he should point out to the pupil the importance of learning vocabulary.*

Memorization of meaningful paragraphs for the purpose of learning words in their context will be helpful. The memorizing of jingles has its value in contributing to the study of words.

It has been said that we learn to remember by using what we wish to remember. Class time should be provided for frequent drill to give opportunity for the constant meeting of new words. There is available a wealth of material that will serve to brighten up the phases of language work which might otherwise prove dull. Drill can be made a real pleasure with such devices as the following:

Classroom Objects	Poems	Simple Chalk Drawings
Maps	Foreign Newspapers	Posters
Pictures	Dramatizations	Phonograph Records
Flash Cards	Cartoons	Projected Still Pictures
Calendars	Comics	Word Families
Games	Prefixes and Suffixes	Plays
Gestures and Actions	Cognates	Dialogues
Songs	Synonyms and Antonyms	Word Origin
Flags	Proverbs	Inference
Number and Card Games	Paraphrasings	Foreign Correspondence
Charts	Memory Gems	Retelling of Stories
Topical Groupings	Series	Translation

*Some of these devices will be found to apply at each of the various levels of language learning.* Cognates will be taught very early in foreign language study. Stress will be put upon the importance of learning that similarity of appearance of the foreign word to the English word does not mean similarity of pronunciation or meaning. Words that are similar in spelling in the two languages but different in meaning will be given due emphasis. As proficiency increases, those items of language study which cannot be used personally may become more numerous, and more abstract thought will enter into the work. Other devices may be added as needed to stimulate interest. Types and number of devices will be limited only by the degree of knowledge, ingenuity, and imagination of the teacher. The amount of pupil enthusiasm will be commensurate with the degree of teacher enthusiasm.

***Selection and Dramatization of Vocabulary***

Choice of a textbook is perforce the initial step in the selection of a basic vocabulary. However, the textbook selected need not necessarily place a restraint upon the teacher in the exercise of his ingenuity. In the first stages all the vocabulary will be learned in an active way, since we remember longest what we learn by doing. If the vocabulary is related

to the pupil's environment and the activities of the classroom, it will be remembered longer. The vocabulary can be made active by arranging it logically so that it can be used in conversation about matters of vital interest. Textbook vocabularies may be made more interesting by dividing them into topics representing everyday life situations such as:

Greetings	Simple Directions	At the Store
Roll Call and Names	Countries and Inhabitants	Nature and Universe
School and Classroom	Parts of the Body	Clothing
Home and Family	City and Country	Animals
Introductions	Calendar and Time	Professions and Trades
Color	Fruits and Flowers	Verbs for Life Situations
Descriptive Adjectives	Setting the Table	Amusements
Numbers	At the Hotel	In a Restaurant
Weather	Travel	At the Market
Eating and Drinking	At the Theater	On the Street
House and Furniture		

### ***Scope: Active and Passive Vocabulary Building Through Inference***

Development of the ability to infer the meanings of newly encountered words without recourse to dictionary or glossary should comprise a very definite part of vocabulary training. This ability is unquestionably one of the most important factors in vocabulary growth in the vernacular. It is no less essential to satisfactory growth in the foreign language and should be fostered by specific exercises and activities.

Two general types of inferences are possible: those based on context and those based on etymology. Both types are extremely useful and are equally worth cultivating.

*Skill in making inferences based on context can be increased through frequent exercises in sight reading.* These need not take the form of translation. The teacher may ask the pupils to read a passage silently and make note of unfamiliar words, or the passage may be read aloud either by the teacher or a pupil after instructions have been given to the class to stop the reader when an unfamiliar word is met. If the pupil cannot arrive at a correct inference unassisted, the teacher calls attention to items in the context which can be utilized to arrive at a reasonable conjecture. If there are none, the teacher uses the word in sentences of his own to provide a basis for inference.

Let us suppose the following passage is encountered:

Il y avait alors, à Tours, deux compagnons, dont l'un était aveugle et l'autre paralytique. L'aveugle portait le paralytique, et le paralytique guidait l'aveugle; et vivant ainsi, ils tiraient un gros profit des passants qui leur donnait de l'argent.<sup>1</sup>

<sup>1</sup> From Benjamin F. Bart, *La France, Carrefour des Civilizations*, New York, Harcourt-Brace and Company, 1949.



The pupils do not know what *aveugle* means. The teachers says: "L'un des deux compagnons était paralytique, donc un infirme. L'autre, l'aveugle, était alors évidemment un infirme aussi, mais son infirmité devait être d'une autre espèce. Nous lisons plus loin que l'aveugle portait le paralytique, tandis que le paralytique guidait l'aveugle. Le paralytique avait besoin d'être porté parce qu'il ne pouvait pas marcher. Quelle espèce d'infirmes a besoin d'être guidé?" In the absence of contextual aids to inference the teacher might have written these sentences on the board: "Le poète Milton était aveugle. Grâce au système Braille, les aveugles peuvent lire. Les aveugles portent des cannes blanches."

**Ability to infer from context can easily be tested by construction of items containing words the teacher knows his pupils have not yet learned, and then placing these words in a context of familiar words which render the meaning of the unfamiliar word inferable.**

*Two kinds of inferences on an etymological basis can be developed.* The first is possible because French, German, Italian, and Spanish all possess innumerable words cognate with English words, and the second because many of the new words the pupil will meet are built on roots with which he will already have become familiar or are compounds of known elements.

Identical cognates (e.g., French *cousin*, German *Hand*, Italian *in*, Spanish *región*) and those which differ only slightly in form (e.g., *beauté*, *schwimmen*, *istituzione*, *nación*) will, of course, offer the pupil no difficulty. Some students, however, will have to be trained to recognize even such apparently obvious cognates as *fête*, *Schwein*, *battere*, *descubrir*, while few will recognize such relationships as *chameau* and *camel*, *Reihe* and *row*, *cacciare* and *chase*, *menudo* and *minute* unless they have been specifically taught to look for them.

*Recognition of the less obvious cognates can be greatly facilitated by teaching the pupils the phonological correspondence existing between the language he is studying and English.* This is best done inductively. The teacher may ask: "If *Jahr* is year; *klar*, clear; *Bart*, beard; what is *Mahl*?" "If *école* is school; *état*, state; *étable*, stable; what is *étouffe*?" etc.

Naturally the pupils will have to be on guard against false, deceptive, and imperfect cognates.<sup>1</sup> However, etymological relationships may be pointed out profitably even when the connection in meaning between English and foreign words is remote, since an association will often thus be formed which will help the student remember the foreign word when he next encounters it.

<sup>1</sup> See Rudolph Altrocchi, "Deceptive Cognates in Italian," *Italica* VI, 1929; also Maxine Koessler and Jules Derocquigny, *Les faux amis*, Paris, 1928.



Etymological relationships between the foreign language being studied currently and a foreign language previously studied may also be exploited with profit, provided a proportion of the class sufficiently large to justify taking the time has already studied the other language. In some systems, for example, it will be found that many students take Latin before beginning a modern language. Full advantage of so fortunate a circumstance should be taken.

*Knowledge of some of the fundamentals of word-formation will help the student to infer the meanings of countless noncognate words. Particularly in German, with its marked tendency to compounding of words, training along this line is indispensable. It is desirable, also, in the case of the other languages.*

*The student should know about the existence of word families and how to recognize roots and stems. Knowing *flach*, he should be able to understand *Fläche*, *flachen*, *Flachheit*, *Flachung*, *Oberfläche*, *oberflächlich*, etc. Similarly: *morir*, *muerte*, *mortal*, *mortalidad*, etc. He should also be taught the values of common prefixes and suffixes. This again can be done inductively: having met the word *cuillerée*, for example, the teacher asks the pupils for meanings of *assiettée*, *bouchée*, *poignée*, *journée*, *soirée*, etc. Finally, the pupils should be encouraged to analyze compounds. This will not only familiarize them with the various patterns of word-composition *Handschuh*, *chou-fleur*, *aguanieve*, *Lehnstuhl*, *sourd-muet*, *terremoto*, *coupe-papier*, *sacacorchos*, *portapenna*, *bildschön*, *dulcisono*, but will also be a powerful aid for memorization.*

**To exploit to their fullest extent the resources just discussed, the teacher should have had training in the historical grammar of the language he is teaching. Teachers lacking this preparation often can acquire it by taking work at a university summer session. The teacher should assure himself that such a course includes word formation as well as phonology and morphology.**

Meanwhile, the following books will afford some assistance:

- J. A. Landry, *Graded French Word and Idiom Book*. D. C. Heath and Company, 1938.
- R. Personneaux, and C. Gautier, *Quelle est l'origine, la formation, la signification des mots français?* Editions, F. Nathan. Paris, 1947.
- P. Hagboldt, *Building the German Vocabulary*. D. C. Heath and Company, 1928.

While no publications comparable to the above exist for Spanish and Italian, teachers of Spanish will find some help in the section devoted to "Word Study" in each lesson of H. Keniston's *Learning Spanish*, Henry Holt and Company, 1940.

### **Testing Vocabulary**

Experienced teachers agree that vocabulary tests should test vocabulary only—that is, that the mind of the pupil should not be confused by mix-

ing grammatical constructions with word tests. To test mastery of vocabulary there are various types of tests such as the following:

Multiple Choice	Matching Exercises	Lists of Synonyms and Antonyms
Topical Word Groupings	Completion Tests	Word Families
Flash Cards	Series of Actions	Dictation

Information on vocabulary tests may be found in Chapter IV in the Bibliography under Tests and Measurements.

### *Bibliography: Vocabulary and Idioms*

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- \*Cheydleur, Frederick D., *French Idiom List*. New York, The Macmillan Company, 1929.
- Grosjean, W. H., *French Idiom Study* (based on fables of La Fontaine). Boston, D. C. Heath & Company, 1931.
- Hagboldt, P., *Building the German Vocabulary*. Boston, D. C. Heath & Company, 1928.
- \*Hauch, E. F., *A German Idiom List*. New York, The Macmillan Company, 1929.
- \*Keniston, Hayward, *Spanish Idiom List*. New York, The Macmillan Company, 1929.
- Keniston, Hayward, *A Standard List of Spanish Words and Idioms*. Boston, D. C. Heath & Company, 1941.
- King, Gladys, *Así se dice*. Boston, Houghton Mifflin Company, 1949.
- Landry, J. A., *Graded French Word and Idiom Book*. New York, D. C. Heath & Company, 1938.
- \*Morgan, B. Q., *German Frequency Word Book*. New York, The Macmillan Company, 1929.
- Morgan, B., and Wadepuhl, W., *Minimum Standard German Vocabulary*. New York, F. S. Crofts and Company, 1934.
- Pessonneaux, R., and Gautier, C., *Quelle est l'origine, la formation, la signification des mots français?* Editions, F. Nathan. Paris, 1947.
- Purin, C. M., *A Standard German Vocabulary*. Boston, D. C. Heath & Company.
- Tharp, James B., *The Basic French Vocabulary*. New York, Henry Holt & Company, Inc., 1939.

Thrift Press, Ithaca, New York:

*A Compact French Vocabulary*  
*A Practical Vocabulary for French Conversation and Composition*  
*French Idioms*  
*A Compact German Vocabulary*  
*A Practical Vocabulary for German Conversation and Composition*  
*German Idioms*  
*Italian Vocabulary*  
*Italian Vocabulary for Conversation and Composition*  
*Spanish Compact Vocabulary*  
*Spanish Vocabulary for Conversation and Composition*  
*Spanish Idioms*

- \*Vander Beke, George, *French Word Book*. New York, The Macmillan Company, 1929.

\* Part of the Modern Foreign Language Study conducted by the Canadian and American Committees in 1929, published by The Macmillan Company in seventeen volumes.



## USING RECORDING MACHINE

### C. DEVELOPING PRONUNCIATION

Whatever may be the method of presenting pronunciation to the pupils, the constant concern must be of forming good linguistic habits before bad ones are given an opportunity to grow. Since the approach is primarily aural-oral, the question of pronunciation is most important.

*It is important because an immediately correct aural-oral image of a new word facilitates reading, writing, and comprehension and avoids time-consuming corrections later on. The student must be made sound-conscious and must be taught to be an accurate listener.*

*Everyone must pronounce many foreign words in his daily life—in the business, social, or cultural conversations he may have. Being able to pronounce such words with ease adds much to the social confidence the speaker will have and contributes easy adjustment to new social worlds in which he may find himself.*

The teacher will therefore strive to give the pupil a perfect or at least acceptable pronunciation; one that would not be offensive to the ear of a native.



*English and the Foreign Language*

The differences which exist between English and the foreign language must be clearly understood. Certain generalizations can be made which are applicable to the four languages under consideration. In all these foreign languages, vowels must be pronounced with more precision and more incisiveness than in English. The vowels must be pure vowels and not glide toward diphthongs as they do in English. The speech organs must not be permitted to shift during the articulation. For example, the closed *e* must be a pure vowel pronounced on a single pitch, and the opening between the teeth must not be decreased. Compare this with the vowel of the English word *day*. There must be no vagueness or slurring. The consonants likewise must be pronounced and articulated carefully, each receiving its full value.

*Stress and Intonation*

These are of utmost importance and must be regarded from the outset as an essential characteristic of the spoken language. The difference between English stress and intonation and those of the foreign language should be made clear. Care must be taken to speak in "breath" groups or word groups instead of in isolated words. An understanding of syllabification is indispensable for proper stress.

*Basic Aural-Oral Training*

To obtain maximum results, many teachers advocate that the early stage of language study, that is, the first several weeks, be conducted entirely without the use of textbooks in order to give the pupil a purely aural-oral training. Obviously a full class period cannot be spent in aural-oral training exclusively. It is suggested that the teacher use such time as may remain for an introduction, in English, to foreign civilization and for indicating points of correlation with other subjects.

*Songs*

Songs are very helpful in teaching pronunciation. Begin with short, simple ones. As they advance, students should read poems, proverbs, and longer songs and should be encouraged to memorize some of them.

*Multiple Approach*

Since in every class there are those students who lack the power of imitation and of analysis, whose hearing is not keen or discerning, the teacher will not confine his presentation to any one method. Before individual recitations of new words are asked for, the class will have

recited in chorus. In this way the shy or self-conscious student may become accustomed to saying strange sounds and the recalcitrant student situation may be avoided.

A clear, distinct enunciation on the part of the teacher is essential. From time to time he should recite passages of poetry to the students, or tell them short, simple stories whose narrative is already known to them. Old fairy tales, "The Three Bears," etc., are admirably suited to this purpose. It is erroneous to think that older students do not enjoy these tales; cf. Walt Disney. Story-telling should be done simply for the enjoyment of hearing the language. A good sense of the dramatic will be of great help to the teacher.

### *Mechanical Aids*

The use of records and recorders cannot be overemphasized as an aid to teaching pronunciation. An ideal situation is one in which individual booths, equipped with earphones, records, and recorder are available for individual students. In such a setup, the student may practice and listen at will without the presence of the instructor. This type of practice drill may be used for the correction of errors or for teaching new sounds to the **beginners**.

*Specific exercises should be provided for each student's special problems.* When a recorder is available, the teacher may pronounce expressions or word combinations which give the student difficulty, then have the student repeat them after him into the recorder. By comparison of his own with the teacher's pronunciation, the student can be helped to recognize his errors. There are records available for aural practice by means of which the student can hear voices other than his teacher's.

The same procedure may be used for the beginner in learning pronunciation. He may listen to records, then repeat the sounds after the records. To check mastery he can record his pronunciation of the sound or expression and compare it with the original.

Teacher's lessons may be recorded and be played back to the student at his leisure to insure complete comprehension or to get more experience in hearing the foreign tongue. Radio programs can also be recorded and played back repeatedly. Students' attention should be called to the value of foreign radio broadcasts. The *Modern Language Journal* of March, 1950, contains a partial list of short-wave programs.

Recording conversations between students will do much to stimulate interest in acquiring accuracy, fluency, and facility of speech.



Another mechanical aid to comprehension is the foreign language film. This will give the student experience in hearing a variety of voices.

A word of warning might well be inserted at this point. Mechanical devices are only aids and cannot replace the teacher. They are to be used only as supplements.

#### *d. PLANNING FOR DICTATION*

Dictation should be a regular part of foreign language work from the time the students begin to write. It is better to have short five- or ten-minute dictation periods several times a week than a long session once or twice a term. Dictation is important for all the languages since it combines exercise in comprehension, spelling, and syntax.

##### *How shall dictation be given?*

At times it is good practice for one or two students to write on the board while the class watches. This makes clear to all certain general errors, and remedial work can be given immediately. In general, however, the student will write on paper the passage given by the teacher.

This should be read three times—first, the whole passage at a somewhat slower than conversational tempo with the students merely listening. Secondly, the teacher dictates the passage in small units which the students write as given. Finally, the passage is reread at a natural conversational speed, the students making final corrections.

##### *What material shall be used?*

During the first year it is best to give sentences from the basic grammar text rearranged to have continuity if possible. In following years, passages in the form of short anecdotes may be used. These should contain some of the principles of grammar currently being studied.

For frequent short dictations it has been found expedient to dictate a simple story or legend, serial fashion, the students using the same paper for several recitations. This obviates the necessity of constantly giving new vocabulary, which through lack of repetition will be soon forgotten. Stories such as "La ville submergée, L'hospitalité du pacha"<sup>1</sup> are easily adapted to this method.

##### *Degree of difficulty*

Whatever the passage chosen, it should be of sufficient difficulty to challenge the student, but its difficulties should not be so overwhelming as to discourage the student and defeat the purpose of the dictation.

<sup>1</sup> H. A. Guerber, *Contes et légendes, Première Partie*. New York, American Book Company, 1926.

### e. TEACHING POETRY

Through poetry the imagination is quickened and nurtured. Spanish, so frequently viewed as a tool language, has been a vehicle of poetic expression for generations. Several good anthologies of Spanish poetry are available for classroom use.

To instill a love for poetry the teacher must himself possess a love and appreciation of poetry. The study of a poem should be a purely enjoyable experience that evokes thoughts, feelings, and images of beauty. Under no circumstances should a poem be used as an exercise in grammar, nor should the students be asked to rewrite it from memory. This *tour de force* has no educational value whatsoever.

Students should memorize and recite several poems each year. A poem that has been memorized will be one of the foreign language experiences longest remembered. *C'est une façon de savourer la langue!*

The recitation and memorization of the poem need not be regarded as a chore if students realize that by reciting a poem they are able to reproduce a work of art in a foreign language.

#### *How should a poem be presented?*

1. The poem should be written on the board or each student should be provided with a copy.
2. The teacher, after a few short explanatory remarks on the author, subject treated, etc., reads the poem.
3. The meaning of the poem should be made clear by paraphrasing the lines in the foreign language. If a good translation in poetic form exists in English, it should be used.
4. When it is clear that the class understands the poem, the teacher should again read it through with special attention to proper phrasing and intonation. After this the class may read in chorus.
5. If the poem is to be memorized, approximately a week should be allowed for this task. The best students should be asked to recite first, a procedure which will give the self-conscious and weaker students time to "get used to" the idea.

#### *What poems should be selected?*

Naturally the teacher and the class should select the poems best suited to the mental caliber, the interests, the age, the previous aural-oral training, the cultural background of the class. Pupil-teacher planning will be a great motivating force in this activity. The season, current events, local festivals, celebrations, should also be kept in mind when the selection is made. In advanced classes, poems representative of literary periods currently studied, may properly be selected.

*Outcomes*

Besides the enjoyment and linguistic experience, the study of poetry in the foreign language class may stir the latent or potential muse of the students to write English versions or original verses in the foreign language.

**SECTION 2****TEACHING READING****KINDS OF READING**

Various practices have been reported as helpful in contributing to improvement in reading. They have been termed: (1) reading for better pronunciation, intonation, and fluency, (2) reading for development of aural comprehension, (3) reading to develop skill in inference, (4) reading for observation of word relationships and vocabulary expansion, (5) reading for practice in translation, (6) intensive reading for detailed observation of grammar or syntax, (7) extensive reading for increased rate of speed.

The use of these practices in the foreign language classroom causes reading to lose its full character; especially when reading is treated only as a learning process engaged in for the sake of ultimate application of the skills acquired in the process.

*Reading should be viewed first of all as an immediate and urgent resort to the thoughts of others in fulfillment of needs of personal or social living.* Reading should be a vicarious learning experience which extends the sphere of our living, making us the contemporaries of all men who chose writing as the art in which to speak to their fellow men.

**THE NEED FOR READING**

The high purpose that reading serves is, in our time, growing. In this world of many tongues, our country is committed to responsibility and challenged to rise to a dignified and humane leadership. This involves rising above any inadequacies in world leadership which come from an insufficiently broad or accurate acquaintance with world thought and sentiment.

*However difficult such reading may be, it is a responsibility of all, not of a select group.* It is a mistake to presume that the development of the skills and habits of reading in a foreign language can be deferred until as late in one's educational career as the final stages of study for a doctorate degree. The time to begin is as early as possible. The place to begin is in our public schools. The child, if his own characteristics and needs are taken into account, can be happily engaged in foreign language learning that will be meaningful and useful to him at his age. Such reading will also be helpful to him in understanding the society to which he will contribute as he grows older.

The elementary course of study for Pennsylvania outlined in Bulletin 233-B of the Department of Public Instruction offers suggestions for activities and content in the fourth and sixth grades specifically, and generally in other grades, which imply the teacher's preparedness to draft units of study related to foreign lands and people. Specific page references are: pp. 154-55, "Latin America"; p. 206, "How People Live and Work in Other Lands"; pp. 239-40, "Mexico and Central America"; pp. 242-56, "South America"; p. 268, "Illustrative Unit—Mountainous Countries (e.g., Switzerland, Chile)"; p. 469, "The Americas, Europe."

### **READING FOR CITIZENSHIP**

Our schools not only can promote in our foreign language courses the kind of reading which is the acquisition of information, the comprehension of ideas, the sensing of emotion, plus the interpretation (or in some cases the translation) of all these. They must go beyond all this, however, to a level of critical reading, which is a creative skill and which presupposes evaluation and judgment. Such skill can be acquired by pupils as they explore the unlimited areas of reading having to do with world citizenship and changing societies.

To summarize—*the art of reading is not a single problem isolated from the rest of language learning; it cannot be discussed except in connection with the other phases of language learning.* The organization of foreign language instruction should provide for the development of a variety of skills, progressing from the elementary level through the advanced level of language study.

Skill in comprehension is developed at the beginning level as the pupil hears the instructor's words, sounds, and simple ideas supported and illustrated by pictures, gestures, cognates, symbols, and paraphrases. This material is related to the student's home, to his school, to his person, and to other persons. He listens to speakers other than his teacher; he is given practice in comprehending presentations on records, films, and radio.

As the student progresses in the language study, he develops independence from illustrative supports and audio-visual aids. Both his vocabulary and his rate of comprehension increase as he listens to material dealing with local and foreign geography, with local and foreign events. Visual aids are constantly used.

In his reading, the pupil begins with words and phrases in signs, posters, written jingles, songs, announcements, menus, poems, and recounted conversations. He advances to optional readings and a text adapted to his progressively growing ability in comprehension.

The development of skill in expression begins as the pupil repeats



syllables, words, and phrases in various selected materials. He makes his own fragmentary responses in questions and dialogues. He develops skill in constructing sentences and paragraphs. He writes syllables, words, phrases, and dictated sentences; and he progresses in ability to express expanding ideas and concepts.

In organizing instruction in the foreign language, the instructor will determine the proportion of time to be allotted to the development of skills in comprehension (hearing and reading) and to the development of skills in oral and written expression. At the outset, more time must be given to practice in hearing the language; and as the pupil progresses toward the advanced level of study, the amount of work in expression will be increased. In apportioning the class time to exercises in comprehension and the time for exercises in expression, no hard and fast percentage distribution schedule can be set up. Each instructor in each locality must decide when the amount of time for hearing and reading may be reduced in order to provide more time for expression.

In all the foreign language study, it must be kept in mind that the ultimate goals are concerned with the development of attitudes toward and appreciation of the culture expressed by the language being studied.

### **BASIC TEXTS**

It is recommended that every foreign language student have a basic reading book in addition to a basic grammar and that a certain part of the week be devoted solely to reading. This simple practice will do much: (1) to eradicate the idea that foreign language study is "just grammar," (2) to re-establish the true function of grammar study—that is, a means to an end, and (3) to furnish at the earliest possible moment a feeling of accomplishment in students.

The basic text should make adequate provision for the correlation of all phases of language learning. Specific textbooks are not prescribed in this manual. Some teachers have for years achieved outstandingly good results using a textbook which many others would reject. It is the teacher's use of the materials provided and the supplementing of them that make the difference. Many splendid features have been provided in textbooks by the publishers. Among good qualities pertinent to reading are:

1. Material directed to the student in a personal way. It takes into account different abilities, interests, and needs. It is appropriate to his level of maturity.
2. Material correlated with experiences in other subject fields.



3. Material making abundant use of cognates, presenting high frequency words and idioms, providing for spaced repetition and recall, providing for self-evaluation.
4. Abundant supply of pictorial and graphic aids.

Whatever the basic text adopted, the school authorities should see that language classes have available copies of alternate basic texts, since none is perfect. Students should have opportunity to make use of some of the excellent materials in other texts for enrichment. Dozens of basic texts can be obtained for examination from publishers listed in the Appendix. Good reviews generally appear in the professional magazines listed in the Bibliography.

The method of presenting the reading lessons should vary as much as possible. By using all types—extensive, intensive, oral, silent, supplementary—the teacher will develop the power of comprehension of oral expression and language structure.

#### **CONTROLLED READING TEXTS**

The qualities listed as desirable in the basic text also apply to controlled reading texts, which should provide in addition:

1. Stories of challenging interest to young people which contain a limited and graduated vocabulary with adequate repetition and provision for recall.
2. Progression from the limited sphere of childhood experience to the broad areas of foreign life, history, geography, etc. Biographical material and both fictional and nonfictional material which deal with the interests, characteristics, problems, and activities of adolescents are a type of reading which ought to be read more in language classes.
3. Plateau readings on varied topics, useful in establishing mastery through familiarity and in inspiring motivation, numerous and diverse enough to provide for individual interests and different levels of achievement.
4. Gradual and progressive introduction of grammatical and syntactical forms which will prepare the learner for the reading of unedited material.
5. Vocabulary aids on the page with the text, preferably in the form of definition, cognate, or paraphrase in the foreign language.
6. Suggestions for project and unit activities as an outgrowth of reading. Reading should lead to some culminating activity.

Criteria for the choice of basic and reading texts are discussed in books on language teaching listed in the appendix, e.g., Cole and Tharp,

*Modern Foreign Languages and Their Teaching*, p. 313ff; *Modern Language Journal*, XXXIV (April 1950), p. 270, "What is Readable and What is not Readable in a Foreign Language."

### **UNEDITED READING MATERIALS**

In the selection of reading materials it is perfectly valid to look for high interest appeal and high entertainment value. It is also reasonable to expect that some readings should be selected or composed for their instructional value in establishing some linguistic feature of the foreign language which the student must master. Finally, there is ample justification for the inclusion of extensive materials of a plateau type adapted in linguistic difficulty to the student's level of achievement and in thought content to his level of understanding.

However, the exclusive use of reading fare which never confronts him with ideas and problems beyond his reach fails to challenge him to seek avenues of growth or enrichment whereby he might attain the power of which he senses a lack.

Every means must be sought to initiate this type of reading as soon as possible. It should not be viewed as the sort of reading one hopes the student will ultimately undertake, but should be considered, even in the elementary stage of his learning, as one of the most significant measures of the success of the reading program.

### **PLANNING FOR READING ACTIVITIES**

The planning of reading activities in English presents problems similar to those met in the study of foreign languages. The following recommendations of the Commission on the English Curriculum of the National Council of Teachers of English are applicable:

Classes should satisfy the students' need for varied emotional experience through conversation and discussion, through informative and imaginative writing based upon their own experiences and those of others, and through the reading of literature on such themes as

The Thrill of Adventure

Physical and Moral Triumph or Defeat

Social Effectiveness or Frustration

Friendship and Family Relations

Romance

Humor

Joy in Nature, Animals, Sports

Personal Adjustment—Finding One's Vocation or Place in Life

Securing Social Status  
 Conflict with Environment and with Ideas or Ideals  
 Struggle for Subsistence  
 Struggle for Liberty or Human Rights  
 Experience with Age and Youth, Wealth and Poverty, Country and City, Varied Religious Views, Different Nationalities, and the Like  
 Consciousness of Differing Attitudes toward Life, Varied Customs Resulting from Many Environments  
 Perspective on Human Nature and Human Affairs through Literature of Past and Present

They should give the student refreshment of mind and spirit through appreciation of aesthetic values in and personal enjoyment of literature, radio, motion picture, dramatics, or imaginative writing.<sup>1</sup>

### SECTION 3

#### TEACHING GRAMMAR

Grammar should be taught inductively by means of functional situations. It must never be an end in itself, but a means to an end. It should result in a usable knowledge of the foreign language. A study of grammatical forms can be justified only in so far as it will expedite and facilitate correct usage in speech or writing and accurate comprehension in reading or understanding.

Grammar should therefore be taught with economy, clarity, and definite purpose.

#### TECHNIQUE OF TEACHING GRAMMAR

##### a. PRESENTATION

By teaching grammar in a functional way, observations of concrete instances should always precede generalizations. The following steps are suggested as ways of accomplishing the procedure of going from the known to the unknown:

##### 1. *Background*

The teacher should either prepare a background for the new material or use a set passage of reading or conversation from which inductions can be made.

##### 2. *Recall and Correlation*

- a. If the new element is an extension of a grammatical principle already familiar to the class, there should be a recall of known material.
- b. If the new element is met for the first time, a correlation with the familiar material should be made.

<sup>1</sup> Commission on the English Curriculum of the National Council of Teachers of English, "Communication No. 7," 1950.

3. *Formulation of the New Principle*

In most cases, the pupils, guided by questions from the teacher, will be able to do this formulating.

4. *Application of the Principle*

By means of many examples and exercises, there should be an immediate application of the new principle.

5. *Follow-up Procedure*

- a. Additional application through many exercises
- b. Frequent drills and reviews
- c. Memorization of additional examples

## b. CLASS PROCEDURE

It is suggested that the teacher make a definite attempt to get away from the following traditional homework-assignment procedure: sentences assigned, homework collected and checked, sentences returned. This procedure is poor since (1) it does not indicate to the teacher what the student really knows (the work collected shows only the preparation), (2) no challenge is offered the student or the class, and the lessons bog down in masses of paper work, (3) the teacher must spend time in checking papers, that could be used to better advantage, (4) less time is available for aural-oral training, (5) daily repetition of such routine leaves both teacher and students with a false sense of values concerning foreign language work.

The following procedure is recommended:

1. The teacher previews new assignment (never too long), calling attention to possible difficulties.
2. On the following day, the teacher has short sections of the assignment copied on the board. This can be done rapidly by students, the teacher having indicated first and last word of section to be copied.
3. The students are sent to the board, *without papers*, to do the exercise.
4. The teacher grades and corrects exercises immediately, discussing errors in class. Students correct their homework.
5. The student reads corrected exercise aloud.

This class procedure has the following advantages: (1) it challenges the student, since he knows that he not only must prepare the assignment by writing it, but must also know it if he hopes to give a good recitation, (2) the teacher and the students are kept on the *qui vive*, (3) teacher-class discussion and solution of difficulties make for better



rapport. (4) résumé of the day's work given in the foreign language gives good aural-oral training in addition to the reading aloud of the corrected exercise.

### TERMINOLOGY

Grammatical terminology should be kept as simple as possible and a common terminology should be adopted. When more than one term is currently in use the functional or descriptive one should be taken. For example, in French the term *passé indéfini* should be used, not *passé composé*.<sup>1</sup>

### TEACHING GRAMMAR IN THE ENGLISH CURRICULUM

Information concerning the teaching of grammar in the mother tongue may be of value to the teacher of a modern foreign language. The Committee on Grammar of the Commission on the English Curriculum of the National Council of Teachers of English has, after much deliberation and review of research, reached the following general conclusions:

1. There appears to be common agreement that formal grammar, taught for its own sake, has little effect on usage. . . . Grammar is the end of thinking, not the beginning.
2. This train of thought does not mean that we should teach no grammar. It does mean, however, that we should teach it inductively, as classes and individuals need it and demonstrate sufficient maturity to comprehend it; . . . It means that we must define "functional" in individual rather than in general terms.<sup>2</sup>

### RESEARCH ON GRAMMAR TEACHING IN THE MODERN FOREIGN LANGUAGES

Research on the teaching of grammar has been under way for many years. Two significant studies are cited:

1. In 1928, George A. Rice reported on the following study:  
210 foreign language classes were studied. In 60% of the classes, grammar was not taught extensively the first year. Thirty classes formed each of two groups, in one of which grammar was stressed and in the other not stressed.

Scores on the *Iowa Placement Comprehension Test* showed the following medians for pupils in the two groups:

	Spanish	French
Grammar not stressed:	36.1	21.2
Grammar stressed:	31.8	12.7

<sup>1</sup> It is suggested that the various State language associations—American Association of Teachers of French, German, Italian, Spanish (A.A.T.F., A.A.T.G., A.A.T.I., A.A.T.S.), The Pennsylvania Modern Language Association, etc., work out a common terminology to be used throughout the State for each language taught.

<sup>2</sup> J. Conrad Seegers, "Grammar and Usage—Some Current Thoughts," *School Review*, Volume XLVIII, Number 8, November 1950.



This study showed dividends from grammar study in the third and fourth years.<sup>1</sup>

2. In 1950, D. Lee Hamilton and Ernest F. Haden reported on further research:

How does a "systematic," "thorough" presentation of elementary grammar through a traditional grammar text compare in results with a course which allows only the smallest place for grammar, which presents even that minimum inductively? Two programs were set up. Program D spent nearly a full semester on grammar. Program E never saw a grammar textbook and was concerned with it only in an unsystematic way. Yet it showed a two-point margin over Program D on the French Grammar part of the Cooperative Test:

Program D	Median	37
Program E	Median	39

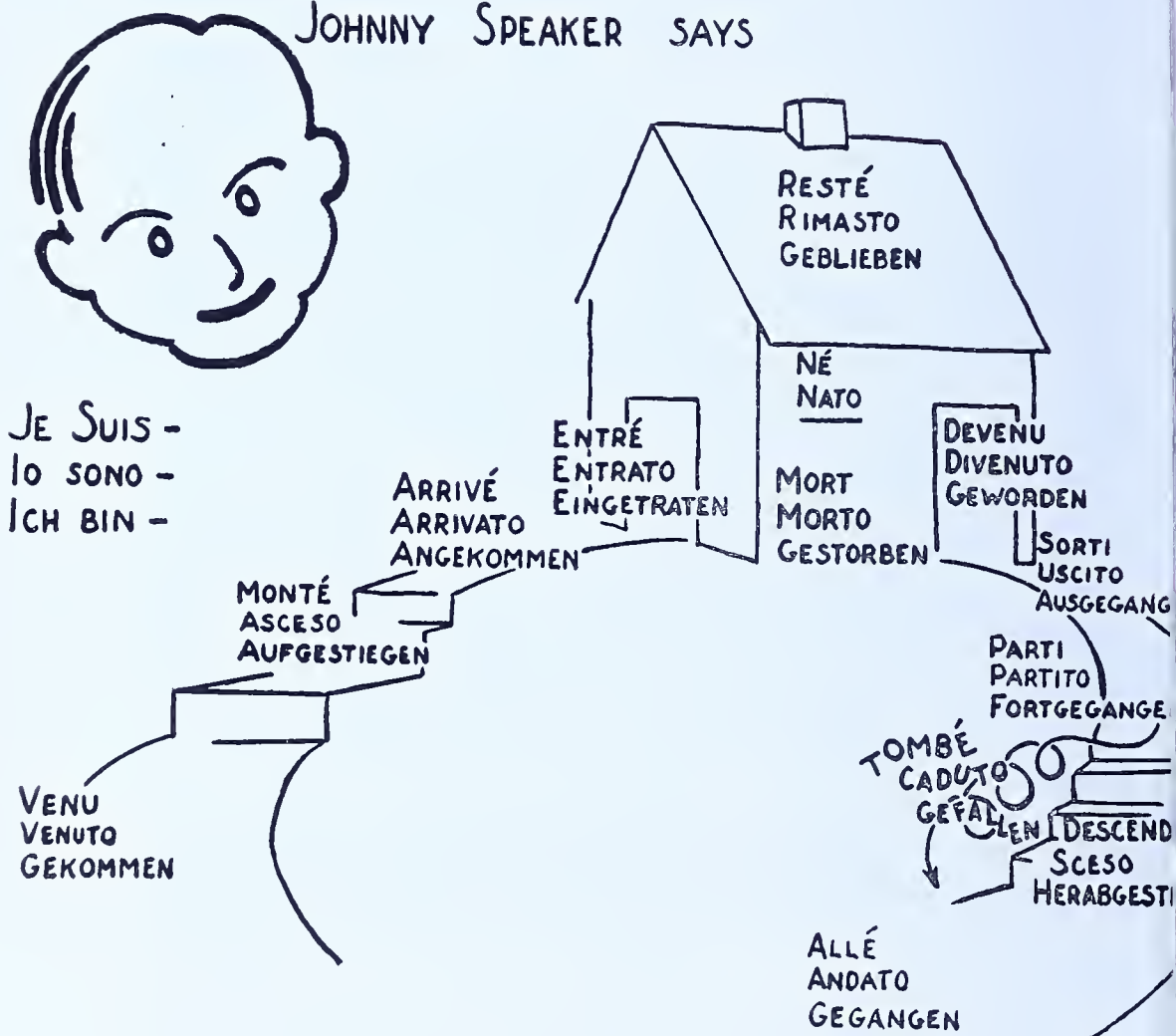
The study concludes, "More time has been wasted in grammar than in any other phase of language study."

These and other reports indicate that a natural functional method can produce, in some situations, greater pupil growth even in the more concrete skills. Though, in the final analysis, the best method for any teacher is that which he himself finds most successful. Research suggests problems and goals for personal tryout, evaluation, and possible use.<sup>2</sup>

<sup>1</sup> George A. Rice, "A Study of Achievement in French and Spanish in Junior and Senior High School with Consideration of some of the Factors which condition Achievement." *California Quarterly Journal of Education*, January 1928.

<sup>2</sup> D. Lee Hamilton and Earnest F. Haden, "Three Years of Experimentation at the University of Texas," *The Modern Language Journal*, Volume XXXIV, Number 2, February 1950.

## JOHNNY SPEAKER SAYS



## SECTION 4

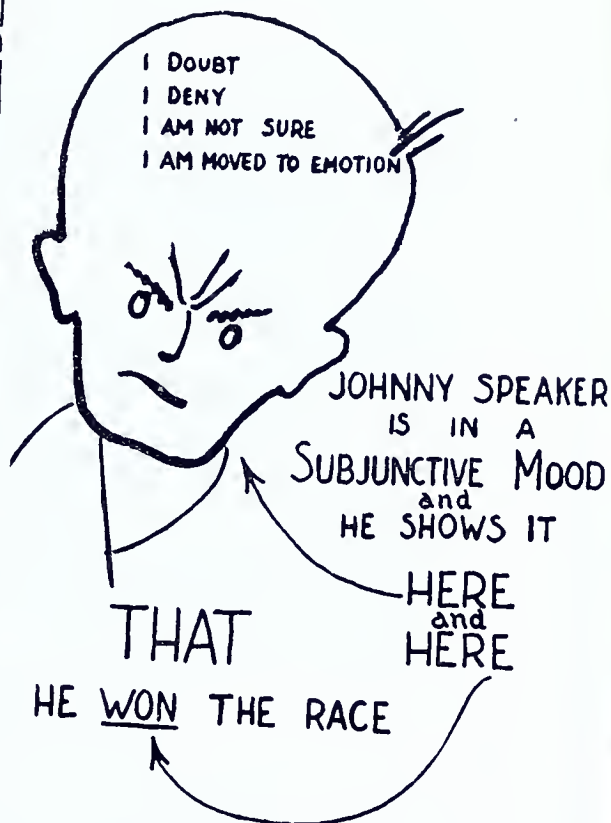
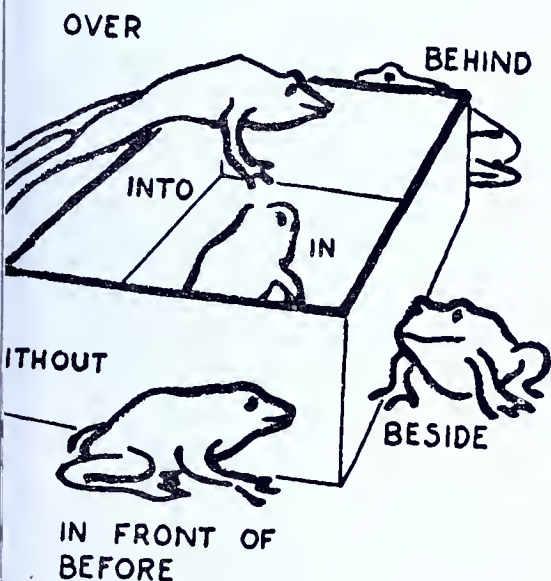
## PROVIDING FOR A MULTIPLE APPROACH

As in the teaching of pronunciation, the teacher will leave no stone unturned to put the lesson across. In view of the fact that some students have an inadequate idea of English grammar, the foreign language teacher should accept the situation with the best grace possible. Before teaching any new grammar, he should make sure that the student knows the subject under discussion in English.

Often a rapid sketch—stick figures are sufficient—can be more effective in fixing a point than a long discussion (see accompanying sketches).

Whenever possible, application of the principle to current usage should be made. This can be accomplished through:

JOHNNY SPEAKER  
LOOKS INTO THE  
NATURE of a PREPOSITION



1. Meaningful phrases and sentences, as

a. Articles

- (1) au gratin
- (2) al fresco

- (3) à la carte
- (4) la tarte aux fraises

b. Agreement

- (1) carte blanche
- (2) bête noire

- (3) con mucho gusto
- (4) buona notte

c. Pronouns

- (1) Mettez-vous à l'aise
- (2) J'ai l'argent sur moi
- (3) ¿Cómo se llama Vd?

d. Partitive

- (1) Vous avez de la chance.
- (2) Montrez-moi d'autres gants.
- (3) Avez-vous passé de bonnes vacances?

e. Use of cases

- (1) Wie geht es Ihnen?

2. Foreign words and phrases found in English as
  - a. sans souci
  - b. laissez-faire
  - c. maestro
  - d. andante
  - e. Ersatz
  - f. Wanderlust
  - g. pronto
  - h. mañana

### **DISTRIBUTION OF TIME**

It is recommended that inductive work with the grammar text be given only part of the week and that experiences at the elementary level be focused on reading, oral work, etc. At the intermediate and advanced levels not more than two days a week should be devoted to working incidentally with the grammar or composition text and the rest should be devoted to reading, oral work, etc., as provided in the texts used. This simple practice will give a better balance to the foreign language fare and will help establish the fact that grammar is but a means to an end.

### **SECTION 5**

#### **PLANNING FOR ENRICHMENT THROUGH STUDY OF CIVILIZATION**

**The enrichment material should be constantly incorporated in all phases of the work. The alert teacher will always seize the opportunity of enriching the lesson—in grammar, reading, or vocabulary—by the incidental introduction of pertinent cultural information; provided, of course, that such information does not destroy the continuity or impact of the educational objectives.**

*The study of civilization in the foreign language courses provides abundant opportunity for teaching the personal behaviors of adjustment to living and life experiences.*

“Civilization” includes the following information about peoples whose languages are being studied:

1. Geographical environment and historical background
  2. Daily life and customs
  3. Literature and cultural institutions (art, music, etc.)
  4. Economic and industrial life
  5. Attitudes, their neighborly and political relationships with other people
  6. Contribution to other civilizations, our own in particular
  7. Moral values and standards and their application to the learner
  8. Ideals and their ethical and religious concepts
- Regularly planned lessons in various phases of civilization and per-

sonal pupil growth should be held whenever possible. A definite attempt should be made to correlate these lessons with other phases of foreign language teaching and with other subjects in the secondary curriculum. (See Section 4, Chapter I.) The unit procedure is admirably suited to this.

There are many excellent textbooks on civilization and personal development (see Bibliography at the conclusion of each language section in Chapter III) containing pertinent information and illustrative material. The teacher should never allow the class to gain a false impression of the people whose language is being studied because of over-emphasis on certain picturesque aspects of a country.

In addition to regular texts, much cultural development can be gained from novels with foreign backgrounds, from the motion pictures, radio, and television. Again the teacher should guide the students in their choice of books so that they may gain a true impression of the foreign civilization and profit from vicarious experiences in growing individually toward maturity.

The foreign language classroom should be decorated with posters, maps, pictures, exhibitions of realia so that a definite foreign atmosphere may be created. The exhibits should be changed fairly frequently so that they will not be taken for granted. A well-arranged bulletin board developed with pupil planning and featuring current foreign plays, music, lectures, motion pictures, etc., in the community will spur the students to be on the lookout for materials which show how constantly foreign culture enters their lives.

## SECTION 6

### GUIDING PUPILS IN COURSE SELECTION

This topic will be considered here only as it affects the modern foreign language program. Who or what shall guide the student in his choice of the foreign language? In actual practice we find that racial background, the pupil's social background, his professional plans, the resources and location of the community, political upheavals, all influence his choice of a foreign language.

*It must be remembered that none of us has the gift of prophecy.* The American population is probably the most mobile on earth. Pupils living in an agricultural community today will not necessarily be found there a few years hence. The leaders of tomorrow come from all walks of life. Therefore the child's immediate environment is not a valid criterion for determining his choice of language study. It is better to



advise him from the point of view of what his adult life will probably be or according to his professional plans.

Upheavals in world politics have twice had disastrous effects on foreign language study in this country since World War I—on the study of German in 1918 and on the study of French in 1940. Both have recovered, but such mercurial shifting is bad since it throws pupils into fields not able to provide enough adequately prepared teachers. In such crises the foreign language teacher should be a steadying influence to counteract the hysteria of the moment.

*The school principal, homeroom teachers, and counselors must constantly be advised on the value of foreign language study in the education of the child.* The teacher's personal example will probably be the most effective means. If he is a good teacher, energetic, an alive person interested in the life about him and convinced of the worth of the subject, then talking with his colleagues will carry weight.

## SECTION 7

### ORGANIZING FOREIGN LANGUAGE CLUBS

Foreign language clubs can play an important role in maintaining interest and arousing enthusiasm in the pupils. Valuable suggestions can be found in many of the various texts and articles on club activities. (See Bibliography.)

Club meetings should be conducted as far as possible in the foreign language and all club members should become familiar with the parliamentary terms in the language of their club. Meetings should be held at regular intervals, and a definite program of activities carried out in which as many members as possible can participate.

It should always be borne in mind, however, that the club is an extra activity and that it should not encroach on the regular classroom work nor should it absorb too much of the teacher's time.

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## CHAPTER III

### SCOPE AND SEQUENCE

It is not the province of this course of study to indicate any special methods or organization to be followed. Although research and cooperative reports indicate general procedures and guideposts of great value, methods and organization differ. Ways of organizing pupil learning experiences reflect our own initiative and abilities.

The competent teacher is versatile and tries to master all the techniques he may need in his subject area. He will be willing to try new methods and organization for curriculum improvement. Making choices, taking action, and evaluating results are among the many opportunities of democracy. The concern of this chapter is to suggest a flexible scope and sequence so that the work of each teacher may be coordinated with that of other teachers and may provide an initial basis for curriculum improvement.

#### SURVEY OF MODERN FOREIGN LANGUAGE STUDY IN PENNSYLVANIA SECONDARY SCHOOLS

*It will be seen from the following table that, in a large number of communities, modern foreign language study is offered for only two years.*

##### MODERN FOREIGN LANGUAGE STUDY IN PENNSYLVANIA (1951)

Language	Number of Schools and Years Offered				Total Secondary Schools in Pennsylvania—1108	
	1 Year	2 Years	3 Years	4 Years	Total	%
French .....	75	271	100	16	462	42
German .....	21	68	32	6	127	11
Italian .....	3	4	2		9	8
Spanish .....	65	172	106	30	373	34
TOTAL .....	164	515	240	52	971	

Latin is taught in 882 schools or 80% of the total secondary schools. For other languages, the frequencies are: Hebrew 1, Polish 3, and Greek 1.

#### *Elementary Level*

The first two years of study in any of the above languages are considered as the elementary level. These two years must be made to yield the greatest possible return in linguistic experience. To accomplish this, the two-year period of study may be treated as a level of work complete



in itself. During this time all the basic elements of the language will be presented to the student. He should acquire: (1) reasonably good pronunciation, comprehension, vocabulary, and sense of language structure, (2) some knowledge of the history, geography, family life, and customs of the people whose language he is studying, and (3) behaviors of social competence and cultural living. Consequently, he should be able to meet with confidence the common foreign words and references to foreign cultures that enter the life of the person of even modest education.

### *Intermediate Level*

The third year of study is considered as the intermediate level. Here the language should be studied more in detail. Emphasis should be placed on the use of the idiom in writing and in speech. The cultural material and reading should stress the various manifestations of the foreign culture which are found in the community and in our social life and which form a part of our cultural heritage. Some reading material may be chosen to reflect 19th and 20th century life, thereby correlating foreign language with the English and Social Science topics. Other material may reflect the student's actual problems, concerns, and immediate future needs.

### *Advanced Level*

In the fourth year the student will have reached the advanced level. Here the emphasis should be on self-expression and a closer study of language structure. A survey of the culture may be presented through a simple review of the great literary epochs and masterpieces of the country.

In this chapter, organization and suggested learning experiences are presented at three levels of study for each language as follows:

- SECTION 1: French
- SECTION 2: German
- SECTION 3: Italian
- SECTION 4: Spanish



## THE THREE LEVELS OF STUDY FOR EACH LANGUAGE

## SECTION 1

**FRENCH**

## First and Second Years

PRONUNCIATION (See discussion under Methodology, Chapter II.)

The phonetic approach is recommended as the best way of teaching French sounds because it is more scientific and accurate. This does not necessarily mean the use of symbols, although they are excellent, but rather the explanation of the position of the tongue, lips, and other organs of speech. The vowels are presented first as they occur in the vowel triangle. After the vowels have been mastered, the consonants are presented, leaving the "r" until last. Liaison and elision must also be emphasized.

As the sounds are drilled, vocabulary of surrounding objects, catch phrases, tricky expressions, and locutions which arouse the students' imagination are taught. All of these methods should be presented orally. The student should not see the words until their pronunciation has been completely mastered. Intonation should not be neglected. This is taught mostly by imitation.

Simple and clear explanations of syllabication are sufficient. Preventing students from stressing the first syllable of a word and dropping the voice before the end of a word or sentence requires special attention.

VOCABULARY—Active and Passive. (See discussion under Methodology.)

A beginning pupil will not be expected to acquire an active vocabulary of more than 300-400 words in the first year in addition to the words that are identical or similar in English. The numerals, the days of the week, and the months constitute a portion of the elementary vocabulary. Verbs and other parts of speech under functional grammar are also included in this number.

The number of words will increase steadily to a total of some 800 words, which the pupils at the end of the elementary level can use in conversation on familiar topics and recognize in passages of reading common to this level of learning. About 100 common idioms frequently used in conversation concerning such topics as greetings, age, dates, the weather, health, etc., should be included in the above number. (See the section on grammar in this chapter, page 86, for further comments about idioms.)

The passive vocabulary should reach about twice the number of words specified for the active vocabulary. Existing frequency lists are still probably the best source for the selection of vocabulary. Good material may also be found in ASTP pamphlets.

## PART I—ELEMENTARY LEVEL

### FIRST YEAR FRENCH

READING (See discussion under Methodology, Chapter II.)

1. Intensive reading of approximately 50 to 60 pages of material in addition to that found in the basic grammar text may be expected. The subject matter should deal with the life, customs, and character of the French people, and be told in form of short stories, plays, anecdotes, etc. Any pictures in the reading text should be clear, simple, and true to the local color described in the text.
2. Extensive reading can be profitably given to the more capable students and to others who show definite interest.
3. Plateau reading (see Methodology, Chapter II) of easy material on the civilization of France or on the students' interests, hobbies, and studies in other areas will prove profitable.
4. Oral reading during the first year is very important. The regular reading exercises may be augmented by having all boardwork and homework read aloud.

### GRAMMAR

**As has been stressed before, grammar is a means to an end and therefore should be taught with economy, clarity, and definite purpose.**

#### *Articles*

1. Definite and indefinite, singular and plural forms
2. Contractions of definite articles with *à* and *de*
3. Agreement
4. Partitive with exceptions, after the negative and before an adjective
5. Use of definite article before nouns used in a general sense; distinction from the partitive
6. Omission of the definite article before nouns used adjectivally to indicate membership in a class (occupation, religion, nationality)
7. Special uses of the definite article

#### *Nouns*

1. Gender and plural of regular nouns

2. Common irregular plurals of nouns ending in *s*, *x*, *z*, *au*, *eu*, *ou*, and *al*

### Adjectives

1. Kinds
  - a. Descriptive
  - b. Possessive
  - c. Demonstrative
  - d. Interrogative
  - e. Numeral (cardinal and ordinal)
  - f. Indefinite
2. Regular formation of the feminine and the plural
3. Plural of adjectives ending in *s*, *x*, *al*, and *au*
4. Feminine of adjectives ending in *f*, *en*, or *eux*, and of the following:

beau	gentil	pareil
blanc	gros	public
épais	long	sec
frais	net	vieux

5. Comparison of regular adjectives; irregular comparison of *bon*.
6. Position. Adjectives that precede:

beau	jeune	nouveau
bon	joli	petit
court	long	vieux
grand	mauvais	vilain
gros		

7. Agreement

### Pronouns

1. Personal
  - a. Pronoun subject and object with verb
  - b. Direct and indirect objects (only *one* in a sentence)
  - c. Reflexives
2. Disjunctive
3. Relative: *qui*, *que*
4. Interrogative: *qui*, *que*, *qu'est-ce qui*, *qu'est-ce que*, *quoi*
5. Possessive
6. Demonstrative
7. Indefinite: *on*
8. Uses of *y* and *en*

*Prepositions*

1. Use of *de* to express possession
2. Use of *pour* with an infinitive
3. Use of *à* or *de* before an infinitive after such verbs as *demander*, *inviter*, *oublier*, etc.

*Adverbs*

1. Formation from adjectives
2. Position
3. Comparison
4. Adverbs of quantity

*Verbs*

1. Present indicative, imperative, past indefinite, imperfect, future, and conditional of
  - a. Three regular conjugations
  - b. *Avoir*, *être*, *dire*, *faire*, *lire*, *mettre*, *prendre*, and *voir*.
2. Present indicative only of *aller*, *écrire*, *ouvrir*, *partir*, *pouvoir*, *savoir*, *sortir*, *venir*, and *vouloir*.
3. Imperatives of *se lever* and *s'asseoir*

*Negation**Suggested Idioms*

Approximately 50 of the most common idioms should be taught. (Consult a good text or standard idiom list. See bibliography.)

## COMPOSITION

During the first year, free written composition should be based principally on vocabulary and idiomatic expressions previously studied in class. Simple descriptions of objects in the classroom, the home, articles of clothing, classmates, etc., are proper subjects at this level. As verbs are learned, short, simple narratives may be assigned or planned with pupils.

Oral composition, consisting of a few simple sentences, should be given as frequently as possible on such subjects as are listed above.

## DICTATION

Dictation should be given frequently and introduced as soon as possible. See references on dictation under Methodology.

## ILLUSTRATIVE UNIT I

**THE MARKET**

*Purpose:* For vocabulary and points of grammar (A similar unit can be developed for German, Italian, or Spanish)

*Overview:* By teacher and planning with pupils

*Teacher's Objectives*

1. To present points of grammar in such a way that pupils will master a difficult subject without realizing its difficulty
2. To correlate vocabulary of foods with interrogative pronouns and adjectives
3. To increase pupils' active vocabulary
4. To add motivation through dramatic presentation

*Pupils' Objectives*

1. To learn names of common foods, articles of clothing
2. To find out how to use these names in an everyday situation
3. To learn interrogative words and their use through dialogues
4. To enjoy the fun of a game in seeing how much one understands

*Learning Activities*

1. The teacher reads aloud a dialogue between a customer and a seller at a market, using a different tone of voice for each person.
2. The teacher asks pupils to tell what she has read. Pupils have not seen the text.
3. The teacher and pupils repeat aloud the new words, sometimes in unison, sometimes individually.
4. The teacher rereads the dialogue, substituting different words for food, clothing, etc.
5. Pupils read the text of the dialogue and translate it for the next day.

*Culminating Activities*

1. The teacher dictates the text as pupils write it.
2. Pupils take turns conversing as seller and buyer, making slight variations in the original.
3. Pupils write a short composition on the same theme.

*Evaluation*

1. The presentation of the market scene in dramatic forms adds interest.
-





le couteau

lier

≡

chette

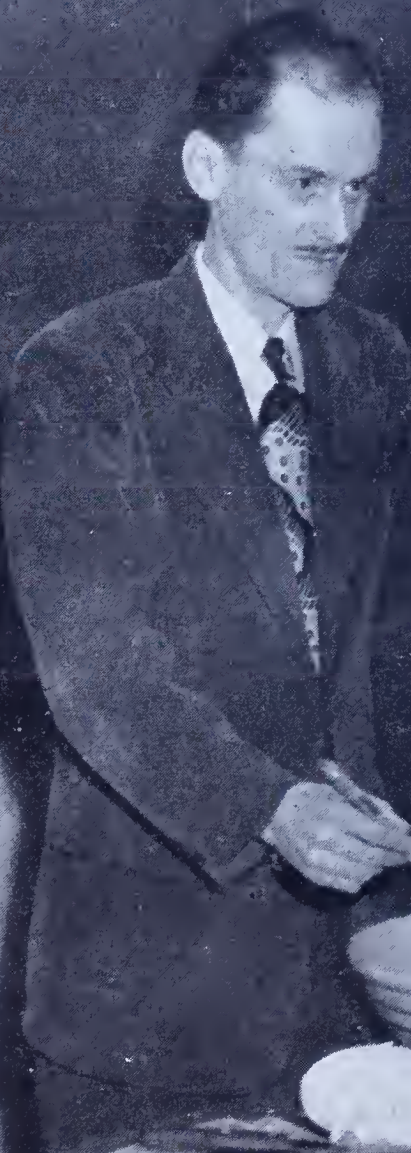
er

le vinaigre

la moutarde

l'huile (f)

l'ail (m)



2. Pupils' active vocabulary is enlarged.
3. Functional phrases serve to "clinch" such grammatical points as correct use of interrogative pronouns and adjectives without pupils' being aware of difficulties.

### Materials

Dialogue between a customer and seller at a market or store.

—Bonjour, Mademoiselle, *que désirez-vous ce matin?* De *quoi* avez-vous besoin?

—*Qu'est-ce que* vous recommandez, Madame? *Quels* fruits avez-vous?

—J'ai des fraises et des . . .

—Pardon, Madame, *qu'est-ce que ceci?*

—Ce sont des artichauts de Bretagne.

—*Qui* les aime? Pas moi!

—*Que* préférez-vous, Mademoiselle?

—J'aime mieux les asperges. Quelles belles cerises!

—*Qu'*avez-vous choisi?

—Tout ceci, Madame. C'est combien?

—200 francs. *Qui* avez-vous trouvé pour porter votre panier?

—Mon neveu est là. À *qui* parle-t-il?

—C'est un copain, sans doute. Au revoir, Mademoiselle, merci.

—Au revoir, Madame.

### ILLUSTRATIVE UNIT II

#### AN INTENSIVE READING LESSON IN ELEMENTARY FRENCH

(A similar unit can be developed for German, Italian or Spanish)

*Preview:* Pupils already know the meaning of many words that will occur in the text. The teacher will anticipate some new words and will explain them.

#### *Teacher's Objectives*

1. To develop the ability for pupils to understand simple French texts
2. To teach something about the geography and industries of France
3. To demonstrate the universality of man by pointing out human weaknesses and strengths as they are shown in this simple text

#### *Pupils' Objectives*

1. To learn of the behaviors of other peoples



2. To increase their ability to read and understand a simple French text
3. To develop the ability to communicate with others in a foreign language
4. To develop group cooperation

### *Learning Activities*

1. The teacher reads a story aloud in French; pupils keep books closed. If the text is difficult for the pupils, the teacher may repeat all or parts of it.
2. Pupils read the text. Group reading is begun; then pupils read individually.
3. The teacher asks questions in French based on the text.
4. Pupils answer in French.
5. The teacher asks pupils to paraphrase certain expressions. This method gives a good opportunity for the use of synonyms and antonyms as well as definitions.

### *Culminating Activities*

1. Vocabulary is increased by games, "bees."
2. Pupils form groups to write a dramatization of the story or parts of it.
3. Pupils present before the group their conversation or dramatization. These playlets are amusing. Pupils enjoy them.

### *Evaluation*

A short quiz will indicate progress in use of vocabulary, synonyms, antonyms, and definitions and the pupils' ability to answer questions in French.

Pupils are encouraged to tell anecdotes similar to those they have heard read.

Pupils feel a sense of accomplishment in understanding simple foreign text.

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Map of France to locate Marseille and La Côte d'Azur.  
(Character traits of the Marseillais and other inhabitants of Provence.)

## PART II—ELEMENTARY LEVEL

## SECOND YEAR FRENCH

READING (See discussion under Methodology, Chapter II and First Year French, Part I, Chapter III.)

Intensive reading of approximately 80 to 100 pages should be required in addition to the reading found in the basic grammar text. The subject matter should contain some information on the history, geography, and famous people of the country. Many graded standard classics are available for this purpose.

Extensive reading may follow the same lines.

Plateau reading of material on first year level.

## GRAMMAR

*Articles*

1. Omission of the indefinite articles before predicate nouns denoting class
2. Uses of the definite article
  - a. Before certain proper names
  - b. Before the name of a language
  - c. Before the name of a geographical division

*Adjectives*

1. Forms of *quel* and *tout*
2. Comparison of irregular adjectives *petit* and *mauvais*

*Pronouns*

1. Conjunctive personal
2. Disjunctive personal  
After *c'est* and *ce sont*
3. Relative
4. Interrogative
5. Possessive
6. Demonstrative  
Uses of *c'est* and *ce sont* before a noun, pronoun, or superlative
7. Indefinite: *on*, *rien*, *aucun*, and *personne*

*Prepositions*

1. Use of *à* and *de* after nouns and adjectives before infinitives
2. Use of *de* after *rien* and *quelque chose*

*Adverbs*

Comparison of irregular adverbs.

*Verbs*

1. Regular verbs of the three conjugations in all tenses of the indicative.
2. As a minimum the following irregular verbs in all tenses:

aller	envoyer	pleuvoir
avoir	être	pouvoir
boire	faire	prendre
connaître	falloir	recevoir
courir	lire	rire
craindre	mettre	savoir
croire	mourir	suivre
devoir	naître	venir
dire	ouvrir	voir
écrire	partir	vouloir

3. Past definite tense for recognition only
4. Use of past anterior
5. Orthographical changing verbs: *acheter, appeler, jeter, lever, mener, payer, and répéter.*
6. Sequence in conditional sentences
7. Agreement of the past participle
8. Reflexive verbs
9. Use of
  - a. *en* with the present participle
  - b. *après* with the perfect infinitive
  - c. Present and imperfect tense with *depuis* and *il y a*
10. Principal parts of
 

acquérir	cueillir	taire
conclure	joindre	vêtir
conduire	remettre	vivre
11. Passive voice and its substitutes
12. Subjunctive
  - a. Formation of the present and perfect subjunctive
  - b. Imperfect and pluperfect tenses for recognition only
  - c. Sequence of tenses
  - d. Uses
    - To express an emotion
    - To express a wish
    - With impersonal verbs



After certain conjunctions  
In relative clauses

*Suggested idioms*—50 idioms.

Consult standard idiom lists.

## COMPOSITION

During the second year the work of the first year in written free composition may be elaborated. Descriptions will be longer and narratives will feature the various tenses learned. The work should be kept on a very simple level, since this type of work is not to be a translation exercise.

Oral composition should be given as frequently as possible following the suggestions given above for written composition.

## DICTATION

Frequent dictation of known material. (For suggestions see reference under Methodology p. 63.)

## CIVILIZATION

Suggestions for enrichment. Elementary level.

### *Art*

Bonheur, Corot, Millet, Renoir, Cézanne, Daumier, Monet, Degas, Rodin, Bartholdi, Mansard. Architecture as exemplified in the cathedrals and public buildings.

*Foreign Settlements in Pennsylvania* (see Bibliography)

1. The Huguenots
2. Azilum (French Asylum, Bradford County)

### *Geography*

Boundaries, size, and density of population of France compared with those of the United States; wide variety of climate, mountains, rivers; Paris and some other leading cities of France

### *Government*

Provinces, départements, arrondissements, etc.

### *History*

1. Outstanding persons in French history. (See content under READING.) Louis XIV, Louis XVI, Napoleon, etc. What mistakes did they make? What can we learn from them?



2. Science—Pierre and Marie Curie, Pasteur, etc.
3. American history—Lafayette, Napoleon, etc.
4. Correlate beginnings with Julius Caesar, Jeanne d'Arc, and figures of the French Revolution (1789)

### *Language*

French military, diplomatic, literary, and clothing terms showing the contribution made to American and world thinking, e.g., *lieutenant*, *entente cordiale*, *belles-lettres*, *béret*.

### *Manners and Customs*

1. Festivals and holidays
2. Home life
3. School life
4. Cuisine, with French words and expressions which are used in English and American cookery
5. City life compared with country life
6. Sports and other amusements
7. Higher education

### *Poems*

Selections from la Fontaine

Psalm XXIII and the Lord's Prayer

### *Songs*

Frère Jacques	Nous étions trois, bergerette
Alouette	Savez-vous planter les choux?
Au clair de la lune	La Marseillaise
Un flambeau	Cantique pour Noël
Jeannette, Isabelle	Barcarolle
D'où viens-tu, bergère?	





## RECEIPT OF AN AMERICAN GIFT PACKAGE

### ILLUSTRATIVE UNIT

### HOW IS CHRISTMAS CELEBRATED IN OTHER COUNTRIES?

NOTE: *A Civilization Unit.*

The following is a sample unit of work done in a school. It may be used as herein developed or may be adapted for local use. Teacher initiative will result in the planning of many similar units.

#### *Overview*

The four foreign language clubs wish to have their Christmas celebration together.

*Objectives of Teacher*

1. To create an appreciation of the customs of other countries
2. To motivate vocabulary and idiom study
3. To improve pronunciation through songs, poetry, and dramatization
4. To increase pupils' interest in and enjoyment of the foreign language
5. To integrate foreign languages with work in other departments (music, art, drama, home economics)

*Objectives of Pupils*

1. To learn how ancient festival traditions survive
2. To work together in a seasonal activity
3. To become more world-minded
4. To enjoy participation through singing and acting in the foreign language

*Learning Activities*—See page 98

*Evaluation*

1. Pupils gained knowledge of Christmas customs in other lands
2. Pupils learned the origin of some American and English Christmas customs
3. Interdepartmental cooperation resulted
4. Pupils developed an *esprit de corps*
5. Pupils acquired a larger foreign vocabulary
6. Pupils gained an attitude of helpfulness

*Bibliography*

Consult references on holidays, music, and songs in Chapter V.



### Learning Activities

Classes are divided into committees several weeks before the Christmas season to gather available data about Christmas, to plan suitable songs, to make appropriate holiday objects according to varying traditions suggested by the following words and phrases:

<i>English</i>	<i>French</i>	<i>Spanish</i>	<i>Italian</i>	<i>German</i>
Santa Claus (Klaus) Yule Log Mistletoe Wassail "Merry Christmas and Happy New Year" Twelfth Night (Epiphany) Carols (in English)	Saint Nicolas Père Noël Reveillon Crèche Cheminée avec sabot Bûche de Noël Étrennes "Galette du Jour des Rois" "Joyeux Noël et Bonne Année" Carols (in French)	Nacimiento Pastores La Nochebuena Posadas Piñata Villancicos Arbol de Navidad Reyes Magos "Félices Pascuas"	Presepio Madonna San Giuseppe Cometa Pastore Grotta Albero di Natale La Befana Carols (in Italian)	Tannenbaum Kris Kringle Putz Pfeffernüsse Apfelstrudel Anise Kuchen Springerle "Fröhliche Weihnachten" Carols (in German)

### Culminating Activities

Committees give reports on results of their research, organize programs, and carry them out as follows:

<i>French</i>	<i>Spanish</i>	<i>Italian</i>	<i>German</i>
Dramatization of a French family receiving a gift parcel at Christmas. Dramatization of the students receiving a thank-you gift from a French family. Carols sung in classes, halls, in town, or assembly.	Dramatization of a posada (pilgrimage), a piñata, and carol singing, in classes, halls, assembly, or town. Help with costumes from the home economics students.	Construction of a presepio with help from the art students. Carol singing.	Preparation of cookies for a Kaffee-klatsch. A Friendship Tree decorated with gifts to be sent to a German orphanage. Carol singing.

## PART III—INTERMEDIATE LEVEL

## THIRD YEAR FRENCH

## PRONUNCIATION

A thorough review of the sounds taught at the elementary level should be made and errors corrected. Teachers should maintain constant supervision of correct pronunciation and continue the daily accumulation of actual phrases, which can be used in everyday life experiences and will make the language live for the student. Intonation as well as fluency should be further emphasized.

## VOCABULARY

It is reasonable to expect that the number of vocabulary words both active and passive double in number as the pupil advances to each level of language learning. In vocabulary study the method of approach in the intermediate level will be the same as that used in the elementary level, except that the alert teacher will strive to develop in the pupil greater skill in determining the meaning of new words from the context. Drills at this level will also include words taught in the elementary level in order to insure their retention by the pupil.

## READING (See discussion under Methodology)

Intensive reading should approximate 150 to 200 pages. The student might well be introduced to the short story, contemporary writing, a play or historical novel. Discussion of the text should be in French.

Extensive reading to eliminate difficulties of the preceding grade and additional material for the gifted child should be included in planning for reading.

## GRAMMAR

1. It is generally believed that at the intermediate level the grammar content may be presented through idioms and topics developed in reading and conversation. Greater emphasis should be placed on the mastery of fundamentals rather than on the less important grammatical forms. Remedial work should be given at the discretion of the teacher as the need arises in the class.
2. Idioms. At this point the use of the idiom as a natural means of expression should be emphasized so that the student will have at his command a means of expressing himself as naturally as possible. Suggested number—100 idioms. Consult good texts and standard idiom lists.

DICTATION (See suggested variations under Methodology)

Dictation exercises should proceed from familiar material to unfamiliar passages.

*Suggestions for Composition:*

1. Free composition on:
  - a. Topics previously developed in class
  - b. Short topics expressing pupil's own experiences and ideas
  - c. Writing of dialogues
2. Letter writing (See Bibliography for texts containing examples.)
3. Pupil diaries
4. Oral and written summaries of passages read

*Suggestions for Test Questions to Be Used in a Functional Teaching of Grammar:*

1. Faites une phrase à l'aide de chacun des mots suivants:
  - a. patrie
  - b. à pied
2. Dites ce que signifient les expressions suivantes:
  - a. Un travail quotidien
  - b. Beaucoup d'ouvriers vivent au jour le jour
3. Définissez les noms suivants:
  - a. un dentiste
  - b. un faubourg
4. Expliquez:
 

vallée
5. Faites une phrase avec chacune des expressions suivantes:
  - a. marcher droit
  - b. crier fort
  - c. sentir bon
6. Demandez à quelqu'un—
 

Où l'on vend du pain?
7. Dites à quelqu'un
 

de s'asseoir

## CIVILIZATION

Suggestions for enrichment. Intermediate level.

### *Geography*

Survey of the French-speaking world: Switzerland, Belgium, Africa, Indo-China, Canada, Haiti, Louisiana, New Caledonia, the Marquesas, Martinique, Madagascar, Jersey, etc.

### *History*

France and the New World. The explorers Cartier, La Salle, Joliet, Marquette, Champlain. The extension of French influence in Africa, the Orient, Oceania, etc. Introduction to the history of French culture: art, architecture, music, and literature.

### *Language*

Extent: Correlate with geography above. French as a second language among non-French-speaking people. French as a *lingua franca* in the diplomatic, social, and artistic worlds. Its official status in the United Nations.

### *Manners and Customs*

Further development of items listed for elementary level.

### *Music*

Continued singing of popular French songs. Listening to recordings of folk music and opera selections.

### *Poems*

Favorites selected from Victor Hugo, Alfred de Musset, René Sully-Prud'homme, Francois Coppée, Paul Verlaine, etc.

## ILLUSTRATIVE UNIT

### THE IMPORTANCE OF THE FRENCH LANGUAGE IN INTERNATIONAL RELATIONS

#### *Overview by Teacher and Planning with Pupils*

A group of high school pupils selected from social studies classes went to the United Nations sessions at Lake Success, New York. Some pupils were studying French. They brought back reports on the use of foreign languages in the United Nations meetings. Some brought back pamphlets printed in French.

#### *Objectives: Teacher's*

1. To develop a feeling of the importance of the French language as a means of communication in the world today
2. To learn to read and understand the French text and to be able to compare it with the English
3. To correlate work in French with work in the social studies
4. To help pupils to become world-minded



5. To give pupils an understanding of some of the problems affecting the rest of the world
6. To show pupils a possible vocational use for language study in the field of translation, broadcasting, diplomatic service, or international correspondence

### *Objectives: Pupils'*

1. To experience the satisfaction of understanding a text vital to the peace of the world
2. To give a report to the social studies classes of a special field of international affairs
3. To acquire a vocabulary of useful French words

### *Learning Activities*

1. Advanced students prepare a report, individually or by committees, on the meaning of certain passages of the French text
2. Students collect a list of diplomatic terms used currently in English broadcasts, such as: *émigré*, *liaison*, *communiqué*, *rapport*, *attaché*
3. A committee prepares a report of the importance of French as a diplomatic language in history—at the time of the Imperial Russian Court, in the Near East today, in Turkey, in China, and in the court of Frederick the Great

### *Culminating Activities*

1. Committees have worked for several days or weeks preparing their reports. They present them in the French class first and then take them to the social studies class
2. A mock reproduction of the setup of the United Nations meeting is possible, with earphones, speakers, and listeners

### *Evaluation*

1. A test of reading of the diplomatic pamphlets shows increased skill
2. Vocabulary shows growth
3. Students report that they enjoy the correlation because it shows them a real life situation

### *Bibliography*

*Charte des Nations Unies et Statut de la Cour Internationale de Justice Bulletin des Nations Unies*, publiés par le Département de l'Information. (Charter of the United Nations.)

These and other publications are obtained from the International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y.

## PART IV—ADVANCED LEVEL

## FOURTH YEAR FRENCH

## PRONUNCIATION

Work outlined for the preceding grade should be continued. Higher standards of intonation, phrasing, diction, and fluency, as well as accurate pronunciation, should be maintained.

## VOCABULARY

In the advanced level the pupil should require little formal vocabulary presentation, since he will be able to comprehend a vast number of new words from the context. The passive vocabulary will be greatly increased at this level. However, the successful teacher will not neglect word drills in view of the fact that disuse of the active vocabulary will inevitably lead to its total loss.

## READING

Intensive reading of approximately 200 pages of literature from the representative works of classic and contemporary authors.

Extensive reading of current material from newspapers and magazines.

## GRAMMAR

In this year grammar should be discussed only when it is needed by the pupils. Formal consideration of grammar should, as in the third year, be subordinated to reading and conversation.

Suggested number—100 idioms. Consult standard idiom lists.

## DICTATION

Frequent dictation of unfamiliar passages should be made.

*Suggestions for Composition.*

1. Free composition
  - a. Longer themes of an increased degree of difficulty
  - b. Character descriptions
  - c. Interpretations of current events
  - d. Writing of *petites annonces*
2. Letter writing (business)
  - a. Familiarity with expressions currently used in business letters
  - b. Telegrams
  - c. Business abbreviations for recognition
3. Reviews of books studied in literature

*Suggestions for Test Questions to Be Used in a Functional Teaching of Grammar:*

1. Comment la pratique du sport constitue-t-elle une préparation à la vie?
2. Pensez-vous que les sports doivent avoir leur place à l'école?
3. Trouvez-vous que le choix des vêtements a une grande importance dans la vie?
4. Quel serait, à votre avis, l'habillement idéal?

CIVILIZATION

Suggestions for enrichment. Advanced level.

1. Geography: The regions of France and their industrial and agricultural specialties
2. History: Further development of cultural history, linking it with the political history
3. Language: Appreciation of beautiful prose passages encountered in reading and heard from recordings. See Bibliography, Chapter V, Section on suggested recordings
4. Poems: Memorization of selections representative of literary periods studied
5. Music: Continued singing and the use of recordings to impart familiarity with the best in French music

AN ILLUSTRATIVE UNIT

**ASSIMILATION OF FOREIGN WORDS**

*Overview*

Review of a daily newspaper by pupils led to discussion of sources of borrowed words.

*Objectives of the Teacher*

1. To build vocabulary in the foreign language
2. To help pupils learn the connotations of foreign words that have been anglicized
3. To correlate work with music, social studies, home economics, art, physical education, geography
4. To teach pupils meaningful vocabulary in reading
5. To classify the various borrowed words

*Pupils' Objectives*

1. To learn the origin of new words that occur in English

2. To learn the correct pronunciation of foreign words used in English
3. To study the various fields to which the language has contributed words as preparation for certain vocations
4. To enjoy this new knowledge through satisfaction of knowing how to use these words

### *Learning Activities*

1. The group is divided into committees to comb English newspapers for foreign words and to make lists of them
2. Other committees comb foreign newspapers and magazines for English words occurring in them and make lists of them
3. Certain groups go to other departments to ask their help in suggesting foreign words used in their work (terms in music, art, etc.)
4. Committees report to classes their findings and list categories of words
5. The foreign language teachers drill pronunciation of these foreign words and help with explanation of meanings and perhaps some semantic information

### *Culminating Activities*

Lists similar to the following were drawn up:

<i>Italian</i>	<i>French</i>	<i>Spanish</i>	<i>German</i>
cantata	coup d'état	señor	pretzel
allegro	envoyé	patio	kindergarten
piccolo	chef	sombrero	frankfurter
piano	cadre	plaza	hamburger
forte	esprit de corps	adiós	sauerkraut
andante	faux pas	mañana	sauerbraten
bravo	chauffeur	mantilla	apfelkuchen
studio	plateau	hombre	pfeffernüsse
fresco	au revoir	fiesta	liederkranz
spaghetti	ensemble	mesa	dachshund
pizza	cliché	Sierra Nevada	wanderlust
macaroni	nuance	Santa Fé	wunderkind
spumoni	appliqué	cañón	auf wiedersehen
antipasto	bâton	Agua Caliente	a Munich
ravioli	bon voyage	Los Angeles	blitzkrieg
bambino	motif	San Francisco	

English words that appear in foreign newspapers:

sport, coca cola, el futbol, le baseball, sandwich, el living, le sweater, le smoking, le pullover, el lunch, le high school, le five o'clock, O. K., le match.

### *Evaluation*

1. Students read with more discernment
2. They realize the assimilative nature of English



3. Their curiosity is aroused by awakening interest in words met in everyday life
4. They realize the influence of English words upon foreign languages, especially in certain fields (sports, mechanical aids, etc.)
5. History and geography of the United States become more meaningful from a study of place names and geographical terms
6. Pupils enjoy working together, making a sort of game out of their research

### *Materials used*

Foreign newspapers and magazines. Lists of them will be found in the General Bibliography on page 210.

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## SECTION 2

**GERMAN**

## First and Second Years

PRONUNCIATION (See discussion under Methodology, Chapter II)

German is more energetically and clearly articulated than English. This clarity or distinctness is produced by syllables that are clean-cut and not run together. Likewise initial vowels of a word or as part of a compound are uttered with more force because of the glottal catch, caused by the sudden opening of the glottis. German vowels are pure and do not end in a diphthongal glide to *i* or *u* as English vowels do. These basic principles are of primary importance in acquiring good pronunciation.

Vowels are either quite long or short. Since vowels maintain the same sound throughout, care must be exercised in the long vowels to avoid the glide into *i* or *u* at the end of the sound. The umlaut vowels need special attention.

After the vowels have been mastered, the consonants which differ from English should be introduced. These are *c*, *ch*, *chs*, *d*, *dt*, *g*, *j*, *qu*, *r*, *s*, *sch*, *sp*, *v*, *w*, *z*.

During this entire procedure words describing objects around the room, everyday catch phrases and locutions, and expressions used in the student's daily life should be used to illustrate the sound being taught. Stress and intonation must also be constantly watched.

See Methodology, Chapter II, for motivation and also Chapter IV for suggested tests.

VOCABULARY Active and Passive. (See discussion under Methodology, Chapter II)

A beginning pupil will not be expected to acquire an active vocabulary of more than 350-400 words in the first year, that is, in addition to the words that are identical with or similar to the English. The numerals, the days of the week, and the months constitute a portion of the elementary vocabulary. Verbs and other parts of speech under functional grammar are also included in this number. The number of words will go on steadily increasing to a total of some 800 words, which the pupil, at the end of the elementary level, can use in conversation on familiar topics and in passages of reading common to this level of learning. Most common idioms frequently used in conversation concerning such topics as age, dates, the weather, health, etc., will be included in the number above. (See the section on Grammar for further comments about idioms.)

The passive vocabulary should reach about twice the number of words quoted above for the active vocabulary. Existing frequency lists are still probably the best source for the selection of vocabulary. Good vocabulary material may also be found in ASTP pamphlets.

## PART I—ELEMENTARY LEVEL

### FIRST YEAR GERMAN

READING (See discussion under Methodology, Chapter II)

Intensive reading of approximately 50 to 60 pages of material in addition to that found in the basic grammar text is recommended. The subject matter should deal with the life, customs, and character of the German people and be told in the form of simple short stories, plays, or anecdotes. Any pictures in the reading text should be clear, simple, and true to the local color described in the text.

1. Extensive reading can be profitably given to the more capable students. Plateau reading (see Methodology) of easy material on the civilization of Germany or on the students' interests, hobbies, and studies in other areas will prove profitable.
2. Oral reading during the first year is very important. The regular reading exercises may be augmented by having all board work and home work read aloud.
3. See Bibliography, page 125.

### GRAMMAR

Being but a means to an end, grammar should be taught with economy, clarity, and definite purpose.

#### *Articles*

1. Definite and indefinite
2. *Der* and *ein* words

#### *Nouns*

1. Declension in the singular and plural
2. Simple uses of the nominative, genitive, dative, and accusative cases

#### *Adjectives*

1. Agreement
2. Declension of the limiting adjectives
  - a. Demonstrative and interrogative

- b. Possessive
- 3. Comparison
- 4. Use as nouns

### *Pronouns*

- 1. Personal
  - a. Forms of address—*du, ihr, Sie*
  - b. Replacement compounds with *da*
  - c. Reflexive forms
- 2. Demonstrative
- 3. Interrogative
- 4. Possessive
- 5. Relative

### *Prepositions*

- 1. With the dative alone
- 2. With the accusative alone
- 3. With the dative and accusative
- 4. Most common prepositions with the genitive
- 5. In *da* and *wo* compounds

### *Adverbs*

- 1. Formation
- 2. Comparison

### *Conjunctions*

- 1. Coordinating
- 2. Subordinating

### *Verbs*

- 1. All tenses of the indicative of
  - a. Weak verbs
  - b. Strong verbs
  - c. Certain irregular weak verbs
- 2. Principal parts
- 3. Imperatives
- 4. Use of the auxiliaries *haben, sein, and werden*
- 5. Most common verbs taking the dative

*Numerals*

1. Cardinals and ordinals
2. Use in telling time

*Word Order*

1. Normal and inverted in the independent clause
2. Transposed in dependent clauses

*Suggested idioms*—approximately 50. Consult a good text or standard list. See Bibliography

## COMPOSITION

During the first year written free composition should be based principally on vocabulary and idiomatic expressions previously studied in class. Simple descriptions of classmates, objects in the classroom, the home, or articles of clothing are appropriate subjects at this level. As verbs are learned, short, simple narratives may be assigned.

Oral composition consisting of a few simple sentences should be given as frequently and as soon as possible on such subjects as are listed above.

DICTATION OF FAMILIAR MATERIAL (to be given as frequently and as soon as possible).

CIVILIZATION (See Part II, page 118).

## PART II—ELEMENTARY LEVEL

## SECOND YEAR GERMAN

READING (See discussion under Methodology, Chapter II)

1. Intensive reading of approximately 80 to 100 pages in addition to the reading material found in the basic grammar text. The subject matter should contain some information on the history, geography, and people of the country. Many graded standard classics are available to this end.
2. Extensive reading may follow the same lines.
3. Plateau reading of material on the first-year level.

## GRAMMAR

*Nouns*

1. Additional uses of cases
  - a. Genitive
  - b. Dative—of the possessor
  - c. Adverbial accusative of time



2. Irregular nouns in the singular and plural

### *Adjectives*

1. Weak and strong declensions of adjectives
2. Ordinal numbers

### *Pronouns*

1. Relative
2. Indefinite

### *Verbs*

1. Modal auxiliaries in all tenses<sup>1</sup>
2. Passive voice for recognition only<sup>1</sup>
3. Subjunctive<sup>1</sup>
  - a. Formation of tenses
  - b. Uses
    - (1) Real and unreal conditions
    - (2) Wishes
    - (3) Indirect discourse (recognition only)
4. Additional verbs taking the dative
5. Separable and inseparable prefixes

*Idioms*—50 idioms Consult good text or standard list.

## COMPOSITION

During the second year the work of the first year in written free composition may be elaborated. Description will be longer, and narratives will feature the various tenses learned. The work should be kept on a very simple level, since this type of work is not to be a translation exercise.

Oral composition should be given as frequently as possible following the suggestions given above for written composition.

## DICTATION

Continue frequent dictation of known material

## CIVILIZATION

Suggestions for enrichment at elementary level:

### *Geography*

1. Position of Germany on the map and its relation to its neighboring countries

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<sup>1</sup> In schools offering three years of German, these may be deferred to the third year

2. Principal rivers: Rhine, Elbe, Oder, Danube
3. Principal bodies of water: North Sea, Baltic Sea, English Channel
4. Location and names of the various sections with their principal cities, e. g., Rhineland with its heavy industry, coal, steel, etc.
5. Mountain ranges: Das Mittelgebirge, Der Harz, Die Alpen, etc.

### *History*

In addition to correlation with the history department, the significance of Friedrich der Grosse, Otto von Bismarck, etc., should be stressed. The events leading up to World Wars I and II, and the results of these wars.

### *Government*

The state of government of Germany has been in constant flux for forty years. Present developments can be covered in correlation with the history department through current events periods. Talks by teachers and persons who have been in Germany will add to student experiences.

### *Manners and Customs*

Holidays and festivals, stressing the Christmas season  
Family life  
School life  
Sports  
Other amusements

### *Language*

History: German, an Indo-European language  
Relation of German to English  
German and English cognates  
Words in use in English, such as wanderlust, sauerkraut, ersatz

### *The Pennsylvania German settlements*

1. Customs brought from Germany, and how they are changed through influence of the new environment
2. Pennsylvania German
3. Religion
4. Agriculture
5. Arts and crafts

### *Songs*

"Stille Nacht"

"Morgen kommt der Weihnachtsmann"

"Du, du liegst mir im Herzen"

"Kommt ein Vogel geflogen"

"Die Lorelei"

"Wiegenlied"

### *Poems*

"Das Vaterunser"

"Du bist wie eine Blume" (Heine)

"Vergissmeinnicht"

"Mailed" (Goethe)

### *Art and Architecture*

1. Leading painters, such as Dürer
2. Architecture of churches, public buildings
3. German castles

## PART III—INTERMEDIATE LEVEL

### THIRD YEAR GERMAN

#### PRONUNCIATION

1. Constant supervision of correct pronunciation should be maintained.
2. New expressions, words, and phrases that will aid pronunciation are added.
3. Especial emphasis should be placed on intonation and expression.
4. German should be used in the classroom as much as possible.

#### VOCABULARY

It is reasonable to expect that the number of vocabulary words, both active and passive, will go on doubling as the student advances to each level of language learning. Vocabulary study in the intermediate level should increase the word knowledge of the student. The method of approach will be the same as that which was used in the elementary level except that the alert teacher will strive to develop in the pupil greater skill in determining the meaning of new words from the context. Drills at this level will include words taught in the elementary level in order to insure their retention by the pupil.

#### READING (See discussion under Methodology)

1. Intensive reading of approximately 150-200 pages. The student might well be introduced to the short story, play, historical novel, and to contemporary writing in these and other forms.

2. Discussion of the text should be in German.
3. Extensive reading of additional material as above for the gifted child and plateau reading of the difficulty of the preceding level.

#### GRAMMAR

Emphasis should be placed on the mastery of fundamentals rather than on the less important grammatical forms.

Suggested idioms—approximately 100 idioms. Consult good texts or standard idiom lists.

#### COMPOSITION

*Free composition* based on subjects expressing the pupils' own experiences.

*Social letters* stressing salutation and complimentary close.

#### DICTATION

Should proceed from familiar to unfamiliar passages.

### PART IV—ADVANCED LEVEL

#### FOURTH YEAR GERMAN

#### PRONUNCIATION

Continue work outlined for preceding level. Higher standards of intonation, phrasing, diction, and fluency, as well as accurate pronunciation should be maintained.

#### VOCABULARY (See discussion under Methodology)

In the advanced level the student will require formal vocabulary presentation, since he will be able to comprehend many new words from the context. The passive vocabulary will be increased at this level. However, the alert teacher will not neglect word drills in view of the fact that disuse of the active vocabulary will inevitably lead to its total loss.

#### READING

*Intensive reading* of approximately 200 pages of literature from the representative works of classic and contemporary authors.

*Extensive reading* of current newspapers, magazines, or additional works as outlined above.

#### GRAMMAR

Formal grammar should be subordinated to reading and conversation. Suggested Idioms—approximately 100. Consult standard idiom list. See Bibliography.



## COMPOSITION

*Free composition*

1. Themes of increased degree of difficulty
2. Current events
3. Character descriptions

*Business letters* with stress on salutation and complimentary close

## DICTATION

Frequent dictation of unfamiliar passages

## CIVILIZATION

See suggestions for enrichment for intermediate and advanced levels.

1. Continue study of art and architecture

Music

German philosophers

Customs of the people

Festivals in Berlin, Munich, Hamburg, etc.

Furniture

2. Literature

*The Niebelungenlied*

*Parsifal*

*Tristan and Isolde*

*Der arme Heinrich*

Minnesongs of Walther von der Vogelweide

*Folksongs* significant in German literature

The works of: Thomas Mann, Herman Hesse, Rainer Maria Rilke, Johann von Schiller, Gotthold E. Lessing, Johann Wolfgang Goethe.

3. Letter writing through foreign correspondence should be encouraged as soon as the student has adequate command of the language to use it coherently.

## ILLUSTRATIVE UNIT I

**CORRESPONDENCE WITH GERMAN PUPILS**

NOTE: Unit on Correlation of German with Social Studies. A similar unit may be developed for correlation of French, Italian, and Spanish with Social Studies.

*Overview*

A high school wanted to help a foreign community in its postwar needs.

*Preview*

Committees from social studies classes prepared speeches telling why a certain foreign country should be helped. These nations were chosen: Belgium, France, Holland, Poland, Austria, Germany, Czechoslovakia. During an assembly program, a student representing each country told the needs of his chosen country. The student body voted on the one country having most needs. Two countries tied in the final vote. The decision was then left to the CARE organization because it was felt that it knew best where the needs were greatest. It selected a town in the British Zone of Germany.

*Teacher's Objectives*

1. To teach pupils to write informal letters in German
2. To develop in students the feeling for service
3. To encourage students to show a democratic way of life to others
4. To create in students the desire and ability to work and play together

*Pupils' Objectives*

1. To learn to know other ways of life through correspondence
2. To develop the ability to read and write German through letters
3. To show the democratic way of life to others

*Learning Activities*

1. Committees studied the geography and history of the German area in order to compare it with their local town
2. Students wrote their first letter in English to a German student

*Culminating Activities*

1. After packages were distributed to a German town through the CARE organization, letters of thanks poured in, pictures and cards arrived, and photographs and a German recording were received.
2. Correspondence continued, some students writing only in English and others in part English and German or all German. Gifts were sometimes exchanged.

ILLUSTRATIVE UNIT II  
**DAS CHRISTFEST ESSEN**

*Situation*

Before the Christmas vacation students of German plan a dinner.

*Teacher's Objectives*

1. To give pupils an appreciation of the significance of the Christmas tradition and its origins
2. To introduce the historical background of Christmas traditions and the part they play in our daily life
3. To acquaint students with traditional German foods, including the famous Weihnachtskuchen
4. To teach characteristic German carols and Volkslieder
5. To create opportunities for dramatization of work done in class
6. To give students the opportunity to express their musical talents
7. To promote a feeling of unity and good fellowship in an atmosphere as German as possible
8. To encourage German conversation as much as possible at the dinner
9. To organize and plan for the dinner in such a way that the entire class can participate

*Students' Objectives*

1. To learn the meaning of Christmas from a German point of view
2. To appreciate the beauty of old German carols and traditions
3. To feel satisfaction in expressing one's self in a foreign language
4. To benefit from cooperative group planning and to realize a feeling of good fellowship

*Procedure*

1. A general planning committee of advanced students is organized. It selects the various subcommittees from other classes.
2. The general committee arranges for the time and place of the dinner.
3. It arranges for the use of the school cafeteria and selects the menu.
4. A committee of second-year students secures the food (Knochwurst, Sauerkraut, Apfelwein, Kuchen, Apfelstrudel) and arranges for its preparation.
5. A financial committee of second-year students collects the fee and pays all bills on a nonprofit basis.
6. A committee of first-year students makes place cards, decorates the tables, and serves the food.

7. A committee of advanced students invites special guests, other teachers, and visitors of German background. It plans the entertainment including the accompaniment for the songfest which takes place during the meal. This music may be furnished by a string quartet, accordion player, or German band of students. "Schnitzelbank" is always included in the fun. This committee may also write and produce a dramatization in the form of a parody of *Faust*, *Hansel und Gretel*, or of some literary work, such as *Wilhelm Tell* or *Emil und die Detektive*.

### Outcomes

1. Student interest in German is stimulated.
2. Students develop a feeling of group consciousness, of mutual respect, and of courtesy and cooperation in trying to achieve a goal desirable for all.
3. Students learn to recognize the interdependence of different peoples of the world and of one's personal responsibility for fostering international understanding and world peace.
4. Students appreciate the contribution of German culture to our American way of life.
5. Students enjoy the program and feel a great deal of satisfaction from participating in it.

### Materials

Schnitzelbank chart made by students

Mimeographed vocabulary sheets

Dramatization written by students

*Deutsches Liederbuch I and II*, Thrift Press, Ithaca, New York

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## PREPARING A NEWSPAPER

### SECTION 3

### *ITALIAN*

#### First and Second Years

#### PRONUNCIATION

Italian is not, like English, an explosive language but is rather a singing (chromatic) language. It has long been considered the most lyrical European tongue because of its avoidance of harsh consonants and its richness in pure vowels. Each vowel has one prominent sound and regardless of its position in a word, must be pronounced clearly and quickly. Single vowels are taught first, then combinations of strong and weak vowels.

Because many musical terms from Italian are used today in English, it is a good practice to use these terms in teaching Italian sounds. Some of these terms are allegro, soprano, solo, andante, contralto, rondo, maestro, falsetto, scherzo, duo, obbligato, mezzo, etc.

After a good vowel pronunciation has been acquired, special attention is paid to consonants: *c* before *e* and *i*; *g* before *e* and *i*; *ghi* and *ghe*; *chi* and *che*; *gn*; *sc*; *sg*; *s*; *z*. The letter *r* may be trilled. Simple rules for



syllabication should be given and attention directed to elision. The teacher of Italian should know the principles of phonetics and apply them constantly although the pupils need not learn the symbols.

### VOCABULARY

A beginning pupil will not be expected to acquire an active vocabulary of more than 300 or 400 words in the first year, in addition to the words that are identical or similar in English. The numerals, the days of the week, and the months constitute a portion of the elementary vocabulary. Verbs and other parts of speech under functional grammar are also included in this number. The number of words will go on steadily increasing to a total of some 800 words, which the pupil, at the end of the elementary level, can use in conversation on familiar topics and in passages of reading common to this level of learning. About 100 common idioms frequently used in conversation concerning such topics as age, dates, the weather, health will be included in the aforementioned number. (See the discussion of grammar in this section for further comments about idioms.)

The passive vocabulary should contain about twice the number of words given above for the active vocabulary.

## PART I—ELEMENTARY LEVEL

### FIRST YEAR ITALIAN

READING (See discussion under Methodology, Chapter II)

1. Intensive reading of approximately 50 to 60 pages of material in addition to that found in the basic grammar text. The subject matter should deal with the life, customs, character of the Italian people and be told in the form of short stories, plays, anecdotes, etc. Any illustrations in the reading text should be clear, simple, and true to the local color described in the text
2. Extensive reading can be given profitably to the more capable students
3. Plateau reading (see Methodology) of easy material on civilization of Italy or on the students' interests, hobbies, and studies in other areas
4. Oral reading during the first year is very important. The regular reading exercises may be augmented by having all board work and homework read aloud

## GRAMMAR

*Nouns*

1. Gender
2. Formation of plurals
3. Partitive with nouns of quantity and adverbs of quantity

*Articles*

1. Definite and indefinite forms
2. Agreement with nouns
3. Uses of definite article
  - a. Instead of possessive adjective
  - b. With possessive pronouns
  - c. With expressions of time
  - d. With a title except in direct address
  - e. Before nouns in a general sense
  - f. With names of languages
  - g. Before days of the week
  - h. Contraction with *a, da, su, in, di, per, con*

*Adjectives*

1. Agreement with noun
  - a. In gender
  - b. In number
  - c. Expressing nationality
2. Position  
Numerical and quantitative adjectives before noun
3. Kinds
  - a. Possessive
  - b. Demonstrative
  - c. Interrogative
  - d. Cardinal and ordinal numbers
4. Comparative and superlative forms
5. Absolute superlative

*Verbs*

1. All indicative tenses and command forms
  - a. Regular verbs
  - b. Irregular verbs (*avere, essere, andare, dire, fare, stare, dare, scrivere, potere, sapere, vedere, volere*)
2. Use of infinitive

3. Formation of participles
4. Use of auxiliaries

### *Negation*

### *Pronouns*

1. Personal
  - a. Subject
  - b. Direct object
  - c. Indirect object
  - d. Reflexive
  - e. Object of preposition
  - f. Position
2. Possessive
3. Reflexive
4. Demonstrative
5. Interrogative
6. Relative, simple forms

### *Prepositions*

1. *a, con, da, di, in, per, sopra, sotto, su*
2. Use of *di* to show possession, with materials
3. Simple uses of prepositions with verbs

### *Adverbs*

1. Formation
2. Comparison

### *Idioms*

Common expressions denoting time of day, dates, names of days of the week, seasons, greetings, leave-taking.

*buon giorno; per piacere; grazia; come si chiama Lei?; io mi chiamo; che cosa ha?; come sta?; sto bene, grazie; a casa; essere di; prego; in fretta; poco fa; oggi ad otto; mi piace; parlare bene di; ad alta voce; al di dentro; al di fuori; tutt' e due; faccia pure; a buon mercato; a caro prezzo; chiudere a chiave; essere in ritardo; da me; di buon'ora; volere bene a; di chi è?; fra poco (tra poco)*

<i>aver ragione</i>	<i>andare in automobile</i>	<i>fare passeggiata</i>
<i>torto</i>	<i>bene</i>	<i>colazione</i>
<i>bisogno di</i>		
<i>appetito</i>	<i>per mare</i>	<i>fa caldo</i>

*Idioms—Continued*

<i>sete</i>	<i>a trovare</i>	<i>freddo</i>
<i>caldo</i>	<i>giu</i>	
<i>freddo</i>	<i>su</i>	<i>stare in piedi</i>
<i>da fare</i>	<i>via</i>	<i>allegro</i>
<i>paura</i>		<i>zitto</i>
<i>sonno</i>		
<i>fretta</i>		

## COMPOSITION

Sentences based on vocabulary and idiom study. Short paragraphs on *la classe, la casa, la famiglia, la città, la campagna, la natura, il cibo, le feste in America, le feste in Italia*

Oral composition and conversation as frequently as possible on such subjects as listed above.

DICTATION. Frequent dictation on familiar material (See Methodology)

## CIVILIZATION

Suggested topics for enrichment for first year: Geography of Italy; industries of Italy; products of Italy; manners and customs of Italy; some prominent figures in art, literature, music, science; memory work—poems, proverbs, songs: “Giorni dei mesi,” “America,” “La luna,” “La rondinella,” “Il gallo,” “Il piccolo pescatore,” “Santa Lucia”; reports in Italian on Dante Alighieri, Francesco Petrarca, Benvenuto Cellini, Giuseppe Garibaldi, Benito Mussolini, Marco Polo, Cristoforo Colombo, Amerigo Vespucci, Giovanni da Verrazzano, Galileo Galilei, Giordano Bruno, Raffaello Sanzio, Michelangelo Buonarroti, Leonardo da Vinci, Il Tintoretto, Sandro Botticelli, Pietro Mascagni, Gioachino Antonio Rossini, Giacomo Puccini, Ruggiero Leoncavallo, Giuseppe Verdi, Gaetano Donizetti, Ermanno Wolf-Ferrari, Ottorino Respighi, Giuseppe Mazzini, Arturo Toscanini. Also contemporary writers and composers, as Benedetto Croce and Gian Carlo Menotti.

## ILLUSTRATIVE UNIT I

## HOW CAN WE BECOME BETTER ACQUAINTED WITH THE PEOPLE OF ITALY AND THE LAND IN WHICH THEY LIVE?

*Overview by teacher and planning with pupils*

*Objectives*

1. To appreciate the contributions the people of Italy have made and are making to world progress
2. To give the students a knowledge of the natural conditions of Italy in relation to human activity

3. To understand the geographic factors which have helped Italy to become an important world area
4. To develop the habit of applying geographical principles in the interpretation of current national and international problems
5. To develop a feeling of friendliness and understanding for people of another country

### *Orientation*

1. Material from Italy was brought in by teacher and students—a miniature of the leaning tower of Pisa, marble statue of Moses, miniature colosseum from Rome, lava from Mt. Vesuvius, dolls and numerous other articles brought from Italy by the teacher and parents of students.
2. Pictures (*National Geographic* pictures, and pictures taken by the teacher) showing the natural and cultural environment of Italy were displayed on the bulletin board.
3. Physical, rainfall, population, and products maps were placed about the room.
4. Motion pictures shown were: *The Po River Valley*, *Day in Venice*, and *Down from Vesuvius*. (Educational Film Guide, 1949.)
5. Music recordings from the music room were played.
6. Booklets, pamphlets, and reference books on Italy were placed on the reference shelves.
7. Several class periods were used for map study, picture study, and class discussion.
8. An outline for the study of Italy was developed by teachers and students.
9. The class was divided into committees; each committee selected topics from the outline to develop and to investigate.

### *Contents*

Outline planned by teacher and students

1. Divisions of Italy
  - a. Northern or Continental Italy
  - b. Peninsular Italy
  - c. The Islands
2. What we wish to learn about each division
  - a. Physical features
  - b. Type of climate
  - c. Natural resources
  - d. Characteristics of the people



- e. Leading activities
- f. Seaports and chief cities
- g. Transportation facilities
- h. Trade and commerce
- i. Current problems—national and international

### *Activities*

#### A. Activities correlated with English

1. Oral and written reports on research and committee findings
2. The following special reports were given:
  - a. Italian Influence in Our Community
  - b. Early Italian Explorers
  - c. Alabaster and Carrara Marble
  - d. Farming in Northern Italy
  - e. The Tourist Trade in Italy
  - f. Advantages and Disadvantages of Italy in an Industrial World
3. Letters were written to pen pals in Italy
4. Prominent figures in Italian literature were studied and some of their works read

#### B. Activities correlated with Music

1. Singing of Italian songs
2. Listening to recordings of Italian opera
  - a. *The Barber of Seville*, Gioachino Rossini
  - b. *Il Trovatore*, Giuseppe Verdi
  - c. *I Pagliacci*, Ruggiero Leoncavallo
  - d. *La Boheme*, Giacomo Puccini

#### C. Activities correlated with Art

1. Studied about artists and architects of the past
2. Studied famous paintings of Italian artists
3. Made booklets and posters showing natural and cultural features of the environment
4. Kept geographical notebooks containing written material, such as summaries, vocabulary lists, clippings, and pictures

#### D. Activities correlated with Modern Foreign Languages

1. Learned to pronounce correctly the Italian names of cities and places
2. Studied derivation of words
3. Translated stories from Latin

**E. Activities correlated with Science**

Read stories about Italy's leading men of science

1. Galvani, discover of Galvanism
2. Torricelli, discoverer of the Principle of the Barometer
3. Galileo, revolutionary astronomer and physicist
4. Volta, leader in electrical science
5. Marconi, practical establisher of wireless telegraphy

*Evaluation*

1. Wrote a summary of the activities carried on in northern Italy, peninsular Italy, and the islands, and showed how the natural environment favored the activities of the people
2. Listed important cultural and natural items found in pictures
3. Listed natural conditions which helped to explain the development of the following cities—Roma, Napoli, Venezia, Genova, Milano, Torino, and Firenze
4. Made a list of the natural environmental features related to each of the following cultural items: farming, manufacturing, hydro-electric plants, irrigation, citrus fruit-raising, dense population, type of home, raising sheep and goats, and quarrying near Carrara
5. Oral and written tests

**ILLUSTRATIVE UNIT II****A CORRELATION OF WORK OF ITALIAN, ART, AND GEOGRAPHY  
DEPARTMENTS***The Situation*

As the Easter season approaches there is a discussion in the Italian class of masterpieces in Italian art which pertain to the last days of Christ. Because da Vinci's "Last Supper" is so universally known, the class decides to invite the art students and the geography students to join them in a detailed study of the famous fresco.

The Italian students contribute information concerning the life of da Vinci, and something of the life and customs of the time.

The art students contribute the technical details of the fresco, such as the first use of perspective by means of making all lines lead to and vanish in the eyes of Christ.

The geography students contribute information concerning climatic conditions which make it necessary to take hourly recordings of moisture and temperature in order to preserve the color and texture of the great masterpiece.

### *Procedure*

The students of the three departments are divided into committees to carry out the details of the study.

The three groups meet together as many times as are necessary to make reports of the committees' findings.

### *Teachers' Objectives*

1. To encourage students to inform themselves in detail about well-known art productions
2. To remove departmental "cubby-hole" impressions of learning from students' thinking
3. To stimulate an interest in great masterpieces of art

### *Students' Objectives*

1. To use their knowledge by applying it to practical research
2. To work together in groups
3. To satisfy curiosity through a detailed study of something they have known about all their lives

### *Outcomes*

1. A greater appreciation of the great masterpieces through knowledge of techniques necessary to produce a masterpiece
2. An increased vocabulary in English as well as in Italian
3. Sympathetic understanding of foreign peoples
4. Habits of good fellowship and cooperation, acquired through working in small groups
5. Respect for other nations and an appreciation of their contributions to world culture
6. Realization of interdependence of nations
7. Desire for closer international relationship and better understanding between peoples.

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## PART II—ELEMENTARY LEVEL

## SECOND YEAR ITALIAN

READING (See discussion under Methodology, Chapter II)

Intensive reading of approximately 100 to 125 pages of graded text

Extensive reading of 100 to 125 pages of supplementary text at level suitable for pupils.

## GRAMMAR

*Adequate review of forms learned in the first year*

*Articles*

1. Use
2. Omission

*Nouns*

1. Plurals
2. Diminutives, augmentatives, depreciatives

*Adjectives*

1. Irregular: *bello, buono, grande, santo*
2. Comparison
3. Relative and absolute superlative

*Pronouns*

1. Relative: *colui che, quel che, quello che, ciò che*
2. Conjunctive and disjunctive
3. Reflexive
4. Indefinite

*Verbs*

1. More intensive study of verbs frequently met: *essere, avere, scrivere, uscire, dire, sapere, aprire, andare, venire, salire, vedere, udire, mettere, fare, potere, volere, dovere, morire, tenere, cadere, piacere, bere, nascere, valere*
2. Imperative, affirmative and negative, with conjunctive pronouns and reflexives
3. Formation of subjunctive and its uses
4. Conditional
5. Orthographic changes
6. Distinctions between *imperfetto*, *passato prossimo*, and *passato remoto*

7. Distinctions in use of *sapere* and *conoscere*
8. Use of the present with *da*
9. Infinitive uses
10. Passive voice and its substitutes

### *Prepositions*

*verso, prima di, dopo di, contro, circa, oltre, dentro*

### *Idioms*

*ancora una volta; a piedi; a poco a poco; a sinistra; a destra; a tempo; aver luogo; cambiar di casa; che c'è?; con tutto ciò; da ora in poi; di buon mattina; di giorno; di notte; di giorno in giorno; farsi male; di nuovo; ieri l'altro; in città; in campagna; la mattina; la sera; ogni tanto; or ora; stare di casa; stare per; stare poco bene; tira vento; via via; al cader del sole; a nessun patto; al solito; a stento di; fare una gita; fra breve; in punta di piedi; lasciare stare; mandare a chiamare; nello stesso tempo, non di meno; oltre a ciò; può darsi; tutt'altro; giocare alle carte; giocare alla palla; che vuole? ci vuole; voler dire*

## CIVILIZATION

*Italian dishes* (antipasto, ravioli, polenta, pizza, chicken cacciatore, minestrone, veal scallopini, spumoni, biscuit Tortoni, tutti frutti)

### *Regional customs*

*English words derived from Italian*

*Memory work*—riddles, jingles, epigrams, proverbs; poems:

"La porta dell'Inferno," "La Primavera," "Bella Italia," "Vieni Sul Mare," "Le Stagioni," "La Nevicata"—Ada Negri; "Valentino," "La Cavalla Storna"—Giovanni Pascoli

## PART III—INTERMEDIATE LEVEL

### THIRD YEAR ITALIAN

## PRONUNCIATION

A thorough review of sounds taught at the elementary level should be made and errors corrected. Constant supervision of correct pronunciation should be maintained, and a daily accumulation of phrases which the student can use in actual life experiences should be continued. Intonation must be further emphasized.

## VOCABULARY

It is reasonable to expect that the number of vocabulary words both active and passive will go on doubling as the pupil advances to each level of language learning. Vocabulary study in the intermediate level should increase the word knowledge of the pupil in the active and



passive categories of the elementary level. The method of approach will be the same as that which was used in the elementary level, except that the alert teacher will strive to develop in the pupil greater skill in determining the meaning of new words from the context. Drills at this level will include words taught in the elementary level to insure their retention by the pupils.

#### READING (See discussion under Methodology)

1. Intensive reading of approximately 175-225 pages of properly graded text
2. Extensive reading of supplementary material
3. Oral reading as frequently as possible
4. Discussion on the text should be in Italian

#### GRAMMAR

Review of forms of preceding terms. Special attention to subjunctive and infinitive forms of verbs; irregular plural of nouns and pronouns; irregular forms of frequently used verbs (*giungere, ridere, soffrire, chiudere, bere, morire, parere, rimanere, leggere*). Particular attention to idiom.

#### COMPOSITION

Writing of selections—current usage. Oral composition on topics of current interest. Italian should be used as frequently as possible in the classroom.

#### DICTATION

Frequent dictation. (See discussion under methods.)

#### CIVILIZATION

Suggested topics for enrichment: Renaissance; literary centers—Firenze, Ferrara, Napoli, Roma; patrons of art—de'Medici, Borgia, Este; important men—Dante Alighieri, Francesco Petrarca, Giovanni Boccaccio, Lorenzo the Magnificent, Leonardo da Vinci, Niccolò di Bernardo Machiavelli, Michelangelo Buonarroti, Jacopo Sannazaro, Andrea de Sarto, Benvenuto Cellini, Lodovico Ariosto, Torquato Tasso, Giovanni Cimabue, Vittore Pisano, Giotto di Bondone, Donatello (Donato), Girolamo Savonarola, Luca della Robbia; cathedrals—Monreale, Palermo, San Marco, Venezia, Duomo di Milano; history of the unification of Italy.

#### MEMORY WORK SUGGESTIONS

Poems: "A mia madre"—De Amicis; "Novembre"—Lorenzo Stecchetti; "Franciulla," "Che cosa è Dio"—Aleardo Aleardi; "La rosa," "Le notti napolitane"; selections from Giosuè Carducci; "Preghiera del Bambi"—Ceccardi.

## PART IV—ADVANCED LEVEL

## FOURTH YEAR ITALIAN

## PRONUNCIATION

Continue work outlined for preceding grade. Higher standards of intonation, phrasing, diction, and fluency, as well as accurate pronunciation, will be emphasized.

## VOCABULARY

1. 400 new words
2. 50 new idiomatic expressions
3. Synonyms and antonyms
4. Cognates in Italian and English
5. Word study

## READING

- a. Intensive reading of 200-250 pages of graded material
- b. Extensive reading of supplementary material

## GRAMMAR

Rapid minimal review of basic grammar from first three years

*Oral and Aural Practice*

1. Conversation in Italian
2. Oral résumés in Italian
3. Prepared talks in Italian
4. Extemporaneous talks in Italian

*Composition*

1. Translation into Italian of current English
2. Written résumés of texts read
3. Free composition

## CIVILIZATION

*History of Italy* in the twentieth century

*Science in Italy*—Marconi, Fermi, Galvani, Volta, Torricelli, Avogadro  
*Italian Literature and Writers*—Carlo Goldoni, Pietro Metastasio, Vittorio Alfieri, Vincenzo Monti, Ugo Foscolo, Silvio Pellico, Alessandro Manzoni, Giacomo Leopardi, Giovanni Verga, Giosuè Carducci, Antonio Fogazzaro, Gabriele D'Annunzio, Luigi Pirandello

*Italian music and musicians*—Gregorio I, Palestrina, Monteverdi, Scarlatti, Vivaldi, Bellini, Respighi, Montemezzi, Verdi, Donizetti, Mascagni, Leoncavallo, Puccini.

*Memory work**Operatic arias* (played in class)

La Donna è Mobile

Celeste Aida

Largo al factotum

Anvil Chorus

Sextet from Lucia di Lammermoor

Il Brindisi

Vesti la Giubba

Musetta's Song

E Lucevan le Stelle

Misereere

Caro Nome

Rimpianto

Ciribiribin

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<sup>1</sup> This list of books is by no means complete. It is a sampling of books available to cover the suggestions made in the various phases of foreign language teaching.

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### CONTINUOUS PROFESSIONAL GROWTH

TEACHING is inseparable from learning. Every good teacher will learn more about his subject every year—every month, every week if possible. If a girl chooses the career of teaching French in school, she should not hope to commit the prescribed texts and grammars to memory and then turn her mind to other things. She should dedicate part of her life to the French language, to the superb literature of France, to French art and history and civilization. To become a good teacher of French, she will build up a growing library of her own French books, spending one year (for instance) reading Balzac, the next year reading Proust, the next with Molière, and the next with Giraudoux, Cocteau, Romain, and the other modern playwrights. She will visit France, if and when she can save up enough money to do so—which will be fearfully difficult with salaries at their present low level. She may take summer courses in French at a university. Certainly she will see every available French film, and learn to enjoy Raimu's rich Marseillais accent, to guffaw with Fernandel. For it will not all be serious work and planned self-improvement. It will be living, and therefore it will contain enjoyments, and even frivolities, like the latest records by Lucienne Boyer and Charles Trénet. But it will be learning at the same time, and it will make better teaching.

GILBERT HIGHET in  
*The Art of Teaching*, p. 13

## SECTION 4

**SPANISH**

## First and Second Years

PRONUNCIATION (See discussion under Methodology, Chapter II)

Two acceptable pronunciations exist in Spanish, the Castilian and the Spanish-American. The differences may be explained at this time or reserved for a later period. However, it should be made clear that either pronunciation carefully and clearly articulated will be understood by all Spanish-speaking peoples.

The same technique can be used in teaching Spanish sounds as is used in French. However, since the orthography of Spanish is less complex than in French, the process is somewhat simplified. The physiological position of the organs of speech is explained as each vowel is presented. Then the consonants are introduced in the same way, stressing the ones which differ from English: *b, v, ch, g, j, ll, n, r, rr, c, z*. Objects around the room usually furnish enough material from which to draw examples.

The importance of stress in Spanish should be pointed out immediately and its principles made clear. The chart below includes the chief spelling difficulties in Spanish. It is good practice to have students memorize a type word for each unfamiliar association of sound and symbol and use it as a guide thereafter.

Sound of	a	e	i	o	u
K	ca	que	qui	co	cu
S	sa	se	si	so	su
S. American	za	ce	ci	zo	zu
TH	za	ce	ci	zo	zu
Castilian					
G	ga	gue	gui	go	gu
H	ja	je ge	ji gi	jo	ju
KW	cua	cue	cui	cuo	
GW	gua	güe	güi	guo	

As in teaching French, the same procedures for testing, motivation, maintaining interest, and developing fluency are used—i.e., songs, proverbs, poems, catch phrases, etc.

VOCABULARY. *Active and Passive* (See also discussion under Methodology)

A beginning pupil will not be expected to acquire an active vocabulary of more than 300-400 words in the first year, that is, in addition to the words that are identical or similar in English. The numerals, the days of the week, and the months constitute a portion of the elementary vocabulary. Verbs and other parts of speech under functional grammar are also included in this number. The number of words will go on increasing steadily to a total of 800 words, which the pupil at the end of the elementary level can use in conversation on familiar topics and in passages of reading common to this level of learning. About 100 common idioms frequently used in conversation concerning such topics as age, dates, the weather, health, etc., will be included in the aforementioned number. (See section on Grammar in this manual for further comments about idioms.)

The passive vocabulary should reach about twice the number of words recommended above for the active vocabulary. Existing frequency lists are still probably the best source for the selection of vocabulary. (See bibliography.) Good material may be found also in ASTP pamphlets.

## PART I—ELEMENTARY LEVEL

### FIRST YEAR SPANISH

READING (See discussion under Methodology)

1. Intensive reading of approximately 50 to 60 pages of material in addition to that found in the basic grammar text. The subject matter should deal with the life, customs, homes, character of the Spanish-speaking peoples, and should be told in the form of short stories, plays, anecdotes, etc. Any illustrative material should be clear, simple, and true to the local color described in the text.

2. Extensive reading (see Methodology) of material on civilization of Spain and Spanish-speaking countries or on the students' interests, hobbies, and studies in other areas.

3. Oral reading during the first year is very important. The regular reading exercises may be augmented by having all board work and homework read aloud.

## GRAMMAR

*Nouns*

1. Gender
2. Formation of plurals

*Articles*

1. Definite and indefinite terms
2. Agreement with nouns
3. Uses—Definite
  - a. Instead of possessive adjective
  - b. With expressions of time
  - c. With a title except in direct address
  - d. Before nouns in a general sense
  - e. With names of languages
  - f. Before days of the week
  - g. Contraction

*Adjectives*

1. Agreement with noun:
  - a. In gender
  - b. In number
  - c. Expressing nationality
2. Position:  
Numerical adjectives and amounts before noun
3. Kinds:
  - a. Possessive
  - b. Demonstrative
  - c. Cardinal numerals
  - d. Comparative and superlative forms
  - e. Absolute superlative
  - f. Apocopation

*Verbs*

1. All indicative tenses
  - a. Regular verbs:  
*salir, venir, saber, dar, haber*
  - b. Irregular verbs:  
*querer, creer, hacer, tener*
  - c. Orthographical—changing verbs
  - d. Radical—changing verbs



2. Uses of *ser* and *estar*
3. Use of infinitive instead of present participle after prepositions
4. Irregular past participle forms—*hecho*, *dicho*, etc.
5. Differences in use of imperfect and preterit tenses
6. Simple commands

### *Negation*

### *Pronouns*

1. Personal:
  - a. Subject
  - b. Direct object
  - c. Indirect object
  - d. Reflexive
  - e. Object of prepositions
2. Possessive
3. Demonstrative
4. Interrogative
5. Relative (simple forms)

### *Prepositions*

1. Common forms
2. Use of personal *a* before object
3. Use of *a*, *de* and *en* with certain verbs

### *Adverbs*

1. Formations
2. Comparison

Suggested idioms—50 idioms. Consult a standard idiom list or good text. (See bibliography.)

### COMPOSITION

Simple composition should be given based on vocabulary, idiomatic expressions, and grammar currently being studied. Elementary composition may be in the form of translation into Spanish.

Free composition may also be given, such as a few sentences describing an object or telling a simple narrative.

Frequent short oral compositions as above.

DICTATION (See discussion under Methodology)

Frequent dictation of known material

CIVILIZATION—See Part II, page 166.

## ILLUSTRATIVE UNIT I

## WHAT SHOULD WE KNOW ABOUT SPAIN?

*The Preplanning Period*

The teacher decided to build a unit with the class rather than write a unit for the class to follow. In his preliminary planning, the teacher surveyed the interests and needs of class members, set up the major objectives which he hoped to realize, planned an introductory lesson, listed activities which would enable the class to attain the objectives, organized the materials needed to carry out the activities, and set up a tentative list of questions for evaluating the unit work.

*Objectives*

The objectives, based upon the needs of the students, should include establishing desirable attitudes toward individuals within the class and toward the people of a foreign nation, improving study and communication skills, visualizing the geographic personality of Spain as a background for interpreting current events, and arousing interest in the Spanish language.

1. First, set up in problem form the overview of the subject matter which will enter into the study. To understand the Spanish people and the problems they face today, the class may study the following questions:
  - a. Where do people live in Spain and why do they choose to live in these places?
  - b. Why is shepherding the chief occupation on parts of the plateau?
  - c. Why is the chief wheat-growing region located in the northern section of the plateau?
  - d. Why does Spain depend upon the coastal lands and river valleys for much of her food and many of her trade products?
  - e. Why does this Mediterranean land have rainy winters and dry summers?
  - f. How can farm production be increased?
  - g. Why should the Spanish people develop their mineral resources and build factories?
  - h. Why is Spain slow in becoming a modern nation?
  - i. What place-locations in Spain should every American citizen know? Why?
  - j. How does a knowledge of Spain and the Spanish people help one interpret current events?

2. To make the geography of Spain more meaningful, certain history problems should be investigated.
  - a. What signs of the Moors does one see in Spain today?
  - b. How did the Spanish nation become rich and powerful at one time?
  - c. How did the Spanish lose their riches and power?
3. The teacher should also list recent current events to be discussed during the unit work:
 

a. The Franco Regime	f. Volcanic Eruptions in the Canaries
b. The Economic Situation	
c. The Five-Year Drought	g. The Spanish-Built Transport Aircraft
d. Rationed Electricity	
e. Spain and the United Nations	h. Recent Trade Agreements
4. Next, the teacher should plan specific activities to give the class opportunity to practice skills in picture, map, and graph reading introduced in earlier units, to gather facts from these tools, to interpret the facts, and to relate the facts.
5. As a part of the language program the students should be given opportunities to locate materials, to read for main ideas, to read for specific details, to read airplane and steamship timetables, to reproduce findings in written and oral reports, to write letters to airplane and steamship companies requesting materials, and to enlarge vocabulary.
6. Since reading abilities range widely, the following teacher-prepared bibliography may help to fulfill the needs in different reading levels:

Barrows, Harlan H., Parker, Edith Putnam, and Sorensen, Clarence Woodrow, *Old World Lands*. New York, Silver Burdett Company, 1947, pp. 226-230.

A geography text; excellent maps and pictures.

Brandeis, Madeline, *The Little Spanish Dancer*. New York, Grosset and Dunlap, 1936.

Fiction; the story of a little girl's desire to dance; reading level, grades four to six.

Brann, Esther, *Lupe Goes to School*. New York, The Macmillan Co., 1931.

Fiction; a girl's life in a Spanish school; reading level, grades four to six.

Carls, Norman, and Sorenson, Frank E., *Neighbors Across the Sea*. Philadelphia, The John C. Winston Company, 1950, pp. 174-5, 197-203.

A geography text; sixth grade reading level; useful maps, pictures, and graphs.

Cordier, R. W., and Robert, E. B., *History of World Peoples*. New York, Rand McNally & Company, 1949, pp. 136-7, 53-8.

A history text; sixth grade reading level.

Dudley, Lavinia P., and Smith, John J., Editors, *The Americana Annual, 1950*. New York, Americana Corporation, 1950.

A yearbook; gives many facts and statistics about Spain; summarizes recent political and economic trends.

McConnell, W. R., *Geography of Lands Overseas*. New York, Rand McNally & Company, 1950, pp. 163-177.

A geography text; sixth grade reading level; excellent maps.

Moore, Clyde B.; Carpenter, Helen M.; Lewis, Gertrude M.; and Painter, Fred B., *Building Our World*. New York, Charles Scribner's Sons, 1948, pp. 267-276.  
A history text; easy reading.

Smith, Nila Banton, and Bayne, Stephen F., *Distant Doorways*. New York, Silver Burdett Company, 1940, pp. 310-313; 314; 315-327; 328-339; 356-359.

Short stories and a poem about Spain; semigeographic in content; fourth grade reading level.

Wells, Rhea, *Coco, the Goat*. New York, Doubleday & Company, Inc., 1930.

Fiction; the funny antics of a goat; gives concepts of life in Spain; about fourth grade reading level.

Whipple, Gertrude, and James, Preston E., *Neighbors on Our Earth*. New York, The Macmillan Company, 1950, pp. 238-265.

A geography text; sixth grade reading level.

Yust, Walter, Editor, *1950 Britannica Book of the Year*. Chicago, Encyclopaedia Britannica, Inc., 1950.

A yearbook; gives facts and statistics; summarizes recent current events.

7. Visual materials which the teacher planned to use during the unit study follow:

a. Mounted pictures from current magazines and newspapers

b. Pictures in textbooks

c. Lantern Slides—Keystone Geography Units

Thralls, Zoe A., *The Iberian Peninsula*. Meadville, Keystone View Company, 1937.

A set of twenty-five lantern slides showing how the people of the Iberian Peninsula fit their ways of living to the land in which they live; teacher's manual to accompany slides.

Thralls, Zoe A., *The Mediterranean Lands*. Meadville, Keystone View Company, 1935.

A set of twenty-five lantern slides showing life in a Mediterranean land; teacher's manual to accompany slides.

d. Filmstrip

Foreign Geography Special Series, *Spain*. Chicago, Society for Visual Education

e. A physical-political wall map of Europe and a map of the world

f. Maps in textbooks showing distribution of people, distribution of products, and rainfall pattern

g. Graphs in textbooks showing production trends and climatic data

### *Launching the Unit*

1. In the introductory lesson the class located Spain on the map of Europe and on the map of the world, and then discussed Spain's location in respect to other nations, in respect to the equator, and in respect to land, sea, and air routes. After the class had been shown selected slides on *The Iberian Peninsula*, the question was asked, "What can you read from each slide about Spain and the Spanish people?" This led to a class discussion of items in the slides which suggested how the people live and make a living, and why the people live and work as they do. As

a result of this slide study, the class was ready to set up a list of questions for further study and a list of activities which would enable them to study and to reproduce their learnings.

2. These are the questions which the class listed for investigation:

- Where in Spain do the people live?
- In what kinds of homes do they live?
- How are the homes furnished?
- What foods do the people eat?
- How do the people dress?
- Do the women weave and sew?
- What work do the people do?
- What are the chief crops?
- What is the climate like?
- What is the surface like?
- Is the soil good?
- Are the farming methods old-fashioned or modern?
- What are the chief exports?
- What kinds of transportation are used?
- What are the factories like?
- Is modern machinery used?
- How are the people educated?
- What are the schools like?
- What customs do the people follow?
- What language do they speak?
- Is the language the same all over Spain?
- What kinds of religion do the people have?
- What are the churches like?
- How are the people governed?
- Has Spain had many wars?
- Who are Spain's neighbors?
- Why was this land named Spain?
- What is the capital city?

Because of the I.Q. range of this particular group, the pupils listed factual rather than interpretative questions. However, this set of questions when compared with earlier sets of questions indicates growth in that there are fewer questions which require only *yes* or *no* for an answer. For the above list the teacher had to supply the interpretative *why*.

3. The pupils in the class decided to carry out these activities:

- a. Gather information from geography and history texts, from reference books in the library, from maps and from pictures



- b. Present findings as special reports to the class
- c. Make the following maps of Spain: precipitation, population, products, and cities
- d. Make a graph to show the size of Spain in comparison with other nations
- e. Make climatic graphs of selected cities
- f. Keep a list of vocabulary words and plan games which help the class master the vocabulary
- g. Make a model of a Spanish village
- h. Make dolls from pipe-cleaners and dress them as the Spanish dress
- i. Learn to speak, read, and write some Spanish sentences
- j. Study paintings of famous Spanish artists

### *The Work Period*

1. The pupils began searching for materials in the classroom and in the library which would help them answer their questions. They were taught to make annotated bibliography cards. These were arranged in alphabetical order on the bulletin board for all to use.

2. Individuals selected one or more questions to investigate and reported their findings to the class. Often one answered question raised several new ones. The search for answers to questions led the pupils to the discovery of current events, which were discussed and interpreted geographically.

3. Committees were formed to make wall maps showing precipitation, population, products, and cities; they also made a model village, and dressed dolls in typical costumes.

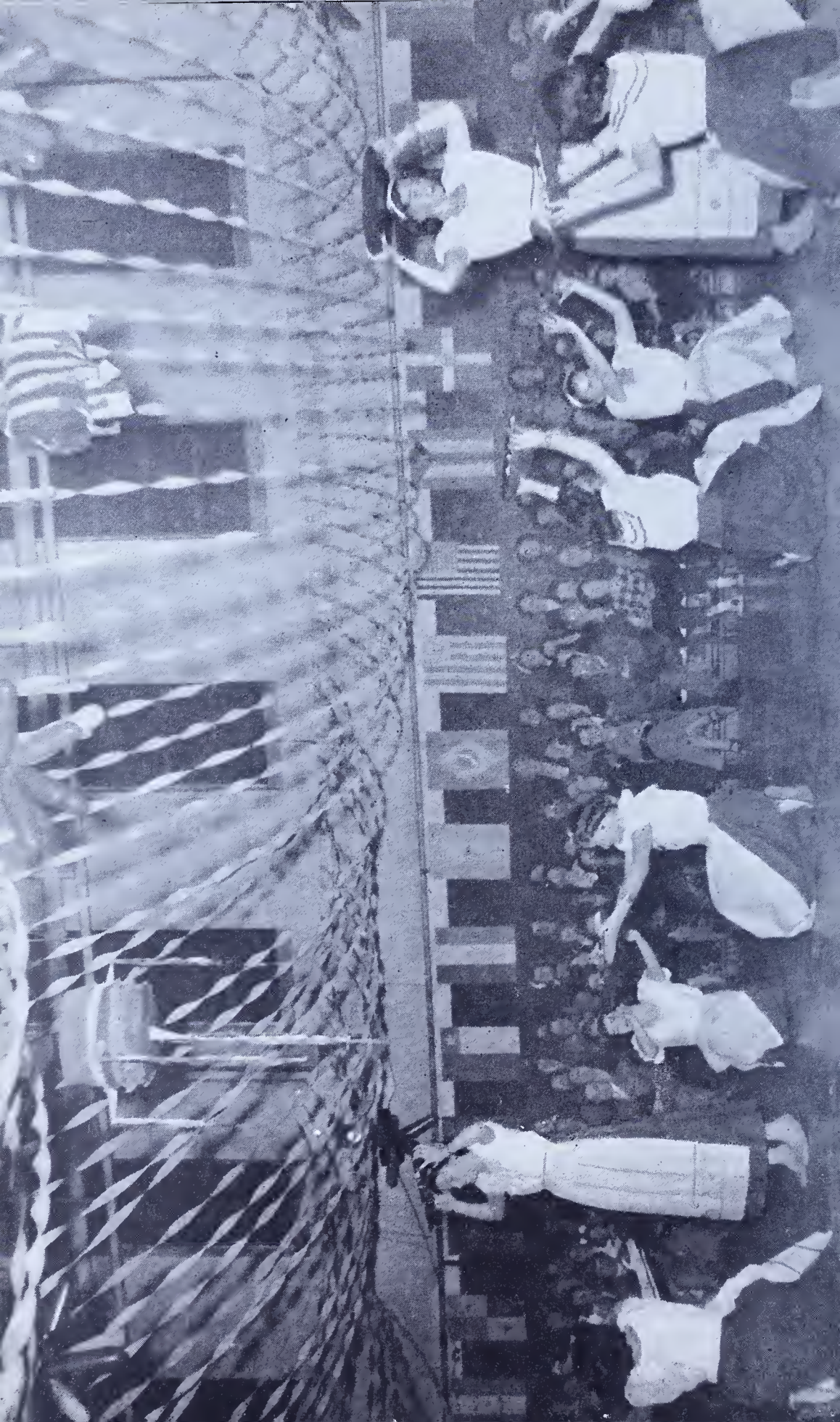
4. Each individual made two climatic graphs.

5. Games were planned by the pupils and by the teacher to provide drill on vocabulary and on certain map-reading skills.

6. To help the class carry out the activity, "Learn to speak, read, and write some Spanish sentences," the teacher wrote a few simple Spanish sentences on the blackboard each day. She read the Spanish sentences to the class. The class then translated the sentences into English. This exercise was not difficult because of the simplicity of the sentences. Then the class read the sentences in Spanish. A few Spanish idioms such as *Buenos Días* were learned.

The teacher directed the study of the lantern slides and filmstrips.







*The Culminating Activity*

The class invited another section to the classroom to hear some of the better oral reports and to see the completed projects. The pupils selected class members to act as guides and explain the projects to the visitors.

*Evaluating the Work*

In evaluating the unit, the pupils discovered that they had grown in ability to work independently as well as with others in a group. They felt they now knew the Spanish people and could understand their problems better. Their use of written and spoken English had improved. They were now better able to use certain tools of learning: textual material, maps, pictures, and graphs. They had become interested in current news reports about Spain and were now able to understand the news better.

## ILLUSTRATIVE UNIT II

**HOW CAN WE BECOME BETTER ACQUAINTED WITH OUR NEIGHBORS  
SOUTH OF THE BORDER?<sup>1</sup>***Objectives*

1. To extend the students' experiences and to help them gain information that will enable them to think intelligently and without prejudice about our neighbors south of the border
2. To help the students gain a better understanding of the Mexican people:
  - a. Through knowing their home relations and activities
  - b. Through knowing their business and governmental relationships and activities
  - c. Through knowing them in their leisure time and cultural pursuits
  - d. Through knowing their various natural regions
3. To develop a neighborly feeling toward the people south of our border
4. To help the students recognize the mutual dependence of Mexico and the United States

*Orientation*

1. A lecture, illustrated by colored slides, was given
2. A collection of pictures from the *National Geographic Magazine* was displayed on the bulletin board
3. The museum was visited to see exhibits of Mexican life and art

<sup>1</sup> Adapted from a unit of work in Butler High School.

4. Objects of interest from Mexico were brought into the classroom and displayed by teacher and pupils

### *Procedure*

The class was divided into committee groups. Each committee found the answers to questions set up by the students concerning:

1. Climate and surface features
2. Agricultural products of Mexico
3. Mineral products
4. Native birds and animals
5. Native vegetation
6. People—homes, clothing, education, government
7. Chief occupations
8. Methods of transportation
9. Exports and imports
10. Important cities

### *Activities*

1. Planning an itinerary for an imaginary trip to Mexico  
Charting route, listing things to see, estimating cost
2. Oral reports by the committee chairmen
3. Booklets
4. Essays written by different committees and read to class
5. Experimenting with foods
6. Preparing food exhibits
7. Showing of motion pictures
8. Current news reports
9. Making posters

### *Related Activities in Other Subject Matter Fields*

1. *English*
  - a. Reports—oral or written
  - b. Stories dealing with Mexico
  - c. Round table discussions on group activities
  - d. Quiz programs
  - e. Reports on related subjects
  - f. Vocabulary building

2. *Science*

- a. Refrigeration and its relation to shipping foods
- b. Fermentation and food preparation
- c. New development in air and sea transportation

3. *Modern Languages*

- a. Learning meaning of Spanish words
- b. Influence of the languages on geographic relationship
- c. Names of cities, rivers, mountains, food, and clothing

4. *Art*

- a. Architecture—native and foreign influence
- b. Feather painting
- c. Pottery
- d. Frescoes
- e. Tapestries
- f. Paintings

5. *Music*

- a. Singing Mexican songs
- b. Listening to recordings of Mexican music

*Evaluation*1. *Pupil*

- a. Developed interest
- b. Mastered skills
- c. Gained knowledge
- d. Read more widely on subject
- e. Acquired better understanding of the difference between fact and propaganda

2. *Teacher*

- a. Evaluated pupil's individual growth, attitudes, and behaviors
- b. Tested facts learned
- c. Development of ideas of friendliness, kindly attitude, and tolerance toward the people below the Rio Grande
- d. Appreciated what others have to offer to aid us in our daily lives
- e. Learned the need of youth to think carefully, express thought clearly, and read with understanding

3. *Group*

- a. Strength and weaknesses of committee work
- b. General roundup of undeveloped ideas
- c. Understanding of cultural and natural resources of other regions and people so as to understand better his own community
- d. Recognition of the interdependence of the Americas



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## ILLUSTRATIVE UNIT III

### WHAT PLACES IN THE UNITED STATES HAVE SPANISH NAMES?

(A similar unit may be developed for French, German, or Italian place names in the United States)

#### *Overview*

After being told that they already know many Spanish words, pupils in the beginning class wish to find out what they are.

#### *Objectives of the Teacher*

1. To enlarge pupils' understanding of and interest in the Spanish influence on early United States history
2. To introduce students to Spanish civilization while studying pronunciation, before textbooks have been given to the pupils
3. To develop Spanish vocabulary from names already known
4. To learn geographical characteristics of our country through place names

#### *Objectives of the Pupil*

1. To know names and correct pronunciation of place-names in our own country
2. To plan an imaginary trip through the Southwest
3. To learn why names were given to localities

#### *Activities*

1. Students are divided into committees
2. Each committee scans a certain area or state for Spanish names
3. Committees list on the board foreign names as found by states

#### *Culminating Activities*

1. Students report correct pronunciation of names
2. Spanish names are sifted from the list; other nationalities are identified
3. Students' reports and maps trace route of early Spanish settlers and explorers across the United States

# BOLETOS



## LEARNING BY DOING—A MEXICAN TICKET OFFICE

4. Students report what other countries contributed to the settling of the Southwest
5. Students' interest in things of Spanish origin is aroused
6. The following partial list of place-names is developed:

Colorado	Agua Caliente	Paso Robles
Río Grande	El Piñón	Santa Cruz
Nevada	Las Nueces	Purísima
Montana	Mesa Verde	Orofino
Sierra Nevada	Hermosa Beach	Madera
Los Angeles	Las Cruces	Fortuna
Santa Fé	El Capitán	Las Vegas
Corona	Loma Linda	Arroyo Seco
El Toro	Arroyo Grande	El Paso
Mesa Grande	Tres Pinos	Cañoncito
El Cajón	Soledad	Aguas Negras
Escondida	Ratón	Agua Fria

Las Mesas	Los Baños	Tierra Amarilla
El Centro	Junípero Serra Peak	Cíbola
San Francisco	Los Padres	Las Palomas
Santa Ana	Pozo	Vallecitos Desert

### *Evaluation*

1. Students' interest aroused in our Spanish history
2. Students learn some Spanish vocabulary without recourse to text-book
3. Students receive cultural information while formal pronunciation is being taught (See Chapter II)

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## PART II—ELEMENTARY LEVEL

### SECOND YEAR SPANISH

#### READING

1. Intensive reading of approximately 80 to 100 pages in addition to the reading found in the basic grammar text. The text should contain some information on the history, geography, and famous people of the Spanish-speaking countries.

2. Extensive reading should follow the same lines.
3. Plateau reading should be on the first-year level.

#### GRAMMAR

##### *Verbs*

1. Regular verbs of the three conjugations in all tenses of the indicative
2. Future and conditional:  
Use to express probability
3. Use of present tense after *hace* with period of time in the past and continuing in the present to express action begun
4. Impersonal verbs like *gustar*, *faltar*
5. Progressive tenses with *estar* and *ir*
6. Subjunctive tenses and uses—including imperatives (extensive drill)

## 7. Orthographic and radical-changing verbs

## 8. Passive voice

## 9. Irregular verbs:

ser	caer	venir	caber
estar	decir	valer	creer
dar	haber	seguir	leer
poner	oír	traer	enviar
ver	querer	andar	distinguir
poder	saber	traducir	llegar
ir	salir	hacer	perder
	tener	conocer	

*Nouns*

1. Diminutives
2. Augmentatives
3. Adjectives as nouns

*Pronouns*

1. Relatives
2. Interrogative
3. Indefinite

*Adjectives*

1. Indefinite
2. With neuter article *lo* as abstract nouns

*Prepositions*

1. Differences between *por* and *para*
2. Use of infinitives after prepositions

*Adverbs*

Double negatives

Suggested idioms—Approximately fifty. Consult idiom lists.  
(See bibliography.)

## COMPOSITION

A minimum of translation from English into Spanish based on grammar currently studied

Free composition of short paragraphs of description or narration—the latter emphasizing the use of tenses

Oral compositions as frequently as possible in form of dialogues, weather reports, personal experiences, current events

## DICTATION

Frequent dictation of prose familiar to the students

CIVILIZATION, elementary level. Suggestions for enrichment:

*Geography*

Draw maps of Spain and Latin America, indicating mountains, rivers, other physical features which will enable the students to visualize these countries. Relief maps made with clay are always interesting and clarifying. Later in the course, rainfall should be studied.

*Government*

Compare the republican governments of North America with those of South America.

*Manners and Customs*

Study family, school, and social life, construction of houses and their furnishings. Consider social classes—the few aristocrats in contrast with mass of laborers.

*History*

At first, stress current history through such prominent people as Franco, Perón, González Videla, Alemán. Later, discuss Spain from prehistoric age to 1492. Follow with the conquest of the New World.

*Observation of Spanish and Latin-American peoples in the United States* as we find them in our community and State.

*Songs*

“Las mañanitas”

“La cucaracha”

“Cielito lindo”

“Patito, patito”

*Art*

Making of cascarones, costumes, sketches of national costumes. Bring in clippings of pictures or reproductions of the work of well-known artists found in magazines and brochures.

*Poems*

“Rima”—Francisco de Borja

“Rima”—M. Fernández Juncos



*Language*

The origin and composition of the languages through study of contributions made by invading peoples discussed in history.

Spanish and Spanish-American contributions to English vocabulary, such as:

pampa	maguery	chocolate
bolero	matador	selva
tango	mestizo	conquistador
balsa	machete	llama
banana	fiesta	peon
hacienda	siesta	rumba
gaucho	chicle	rodeo

## AN ILLUSTRATIVE UNIT

**WHAT DO OUR CENTRAL AMERICAN NEIGHBORS CONTRIBUTE  
TO OUR WAY OF LIFE<sup>1</sup>***Orientation*

1. Physical, rainfall, and products maps of the Central American Republics were displayed.
2. Pictures showing cultural and natural scenes of the countries were displayed on the bulletin board.
3. Booklets and pamphlets from the United Fruit Company, explaining the new agricultural development throughout Central America, were placed on the reading table.
4. A United World film, *Cross-Section of Central America*, was shown to the class.
5. The class divided into committees to carry on studies of the six republics of Central America.

*Objectives*

1. To develop an understanding of the people and their activities and the natural conditions that direct these activities
2. To develop an appreciation of the interdependence of people
3. To acquaint the student with the common geographic problems that exist within these relatively similar areas
4. To develop the curiosity that stimulates inquiry and investigation as to how the people in the other Americas live
5. To promote increased international sympathy and understanding

<sup>1</sup> Adapted from units developed in various senior high schools.

*Content*

The students and teacher set up the following outline to be followed by all committees in carrying out their investigation of the tropical, mountainous Central American countries:

1. Surface features
2. Climatic conditions
3. Natural resources
4. Concentration of population
5. Agricultural development
  - a. Coffee production
  - b. Banana plantations
  - c. Other crops
6. Transportation and communication
7. Trade relations with the United States and other countries
8. Cities and seaports

*Activities*

1. Activities correlated with English:
  - a. Committee reports were given on the following topics—
    - (1) Banana development on the Caribbean and Pacific Coasts
    - (2) Agricultural experimentation
  - b. Vocabulary lists were kept by all committees and studies were made of such words as agrarian, lighterage, quetzal, kapok, causeway, abaca, and others.
  - c. Letters were written to the United Fruit Company and to the Pan American Union for booklets, pamphlets, and other materials.
2. Activities correlated with Art:
  - a. A bulletin board display on coffee was made by one committee.
  - b. A large booklet showing pictures of the Mayan Indians was made by another committee. (Reference: *National Geographic*)
  - c. Highways and railways were drawn on a large outline map projected on the blackboard.
  - d. Desk outline maps were given to all class members with directions to locate specific items and to keep them for future use.
  - e. Flags and coats of arms were made by the art students.
  - f. Posters showing outstanding cultural and natural features were made.
3. Activities correlated with Music:
  - a. Records of folk songs were played

- b. National anthems of the Central American republics were played. (Arranged for piano by Luis Guzman.)
4. Activities correlated with Spanish class:
  - a. Translated magazine articles
  - b. Learned to pronounce Spanish words

### *Evaluation*

1. Written summaries were made by all members of the class.
2. Oral and written tests were given.
3. Graphs and picture tests were given.

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### *Further Problems*

The above unit was followed by a unit on the tropical West Indies. The class was divided into committees to study the following:

1. Cuba
2. Puerto Rico
3. Jamaica

## PART III—INTERMEDIATE LEVEL

### THIRD YEAR SPANISH

#### PRONUNCIATION

A review of the fundamentals of pronunciation should be made and faults corrected. New phrases and expressions are added to activate the students in the living quality of the language. Stress, syllabification, and intonation should be emphasized and constantly watched. Recorder, records, and radio are all helpful aids in teaching pronunciation.

#### VOCABULARY

Vocabulary study in the intermediate level should increase the word

knowledge acquired by the pupil in the categories of the elementary level. The method of approach will be the same as that used in the elementary level, except that the teacher strives to develop in the pupil greater skill in determining the meaning of new words from the context. Drill at this level will include words taught in the elementary level in order to insure their retention by the pupil.

### READING

Intensive reading of approximately 150 to 200 pages. At this level the student should read a simple novel, play, or short stories from Spanish literature. Discussion of the text should be in Spanish.

### GRAMMAR

1. Grammar should be reviewed systematically but care should be taken to keep the presentation on a functional basis
2. Suggested idioms—approximately 100. Consult a standard idiom list. (See Bibliography)
3. Composition based on reading and vocabulary. Oral composition as suggested for second year
4. Writing of social letters. (See Bibliography for texts containing models of letters) stressing:
  - a. Headings
  - b. Salutations
  - c. Conclusions
5. Dictation should be given frequently, gradually increasing in difficulty

### CIVILIZATION

#### *Geography*

Comparison of different Latin-American countries by means of products

#### *History*

Study the architecture, painting, and sculpture as symbols of the influence of these peoples. In Latin America, much colonial history can be learned in studying these arts.

#### *Language*

How have the Indian dialects of Latin America affected the Spanish of the different republics?

*Customs*

Festivals and other amusements. Numerous religious festivals. The influence of religion upon the development of the nation.

*Poems*

Excerpts from *La vida es sueño*—Calderón de la Barca  
*Niagara*—Jose María Heredia  
*Mi Retrato*—Sor Juana Inés de la Cruz  
 Selections from E. Blasco and Gabriela Mistral  
 Psalm XXIII

*Songs*

Excerpts from Spanish operatic music  
 Songs showing Negro and Indian Influence  
     "El leñador"  
     "La viejecita"  
     "Pica, Perico"  
     "Siboney"  
     "El manicero"  
     "Chula la mañana"

*Art*

Folk art, including pottery, metal work, weaving  
 El Greco, Velásquez, Murillo, Goya, Sorolla  
 The Polychrome art as used for figures to be used in the Pasos in holy festival processions.

## PART IV—ADVANCED LEVEL

## FOURTH YEAR SPANISH

## PRONUNCIATION

Continue work outlined for preceding grade. Higher standards of intonation, phrasing, diction, and fluency, as well as accurate pronunciation should be maintained.

## VOCABULARY

In the advanced level the pupil will require little formal vocabulary presentation, since he will be able to comprehend many words from the context. The passive vocabulary will be greatly increased at this level. However, the alert teacher will not neglect word drills in view of the fact that disuse of the active vocabulary will inevitably lead to its total loss.

## READING

1. Intensive reading of approximately 200 pages of literature from representative works of classic and contemporary authors



2. Extensive reading of material from current newspapers and magazines
3. All discussions of the text should be conducted in Spanish and much oral reading should be done, especially if a play is being read

### GRAMMAR

1. Grammar review as is necessary with reading material
2. Suggested idioms—approximately 100. Consult standard lists. (See Bibliography)
3. Composition of increasing difficulty based on pupils' interests. Oral compositions should be given as often as possible
4. Writing of business letters with special attention to formal phrases used in salutations, etc. Give attention to writing of date and addresses
5. Dictation should be given frequently
6. Suggestions for test questions to be used in a functional teaching of grammar. (See Chapter IV for additional examples.)
  - a. *Sírvase Vd. hacer unas frases que usen las palabras siguientes:*
    - (1) campo
    - (2) gustar
  - b. *¿Qué hacen estas personas?*
    - (1) el médico
    - (2) el soldado
    - (3) el jardinero
    - (4) la profesora
  - c. *¿Cómo se prepara en español?*
    - (1) Una lista de ropa para la lavandería
    - (2) Un anuncio para alquilar una casa
  - d. *Diga Vd.*
    - (1) Al mesero lo que quiera comer
    - (2) A un amigo el número de su casa y de su teléfono
  - e. *¿Por qué son famosas estas personas?*
    - (1) Benito Juárez
    - (2) Simón Bolívar
  - f. *¿Qué sabe Vd. del señor don Gabriel González Videla?*  
(o de otra persona mencionada en los periódicos corrientes)
  - g. *Haga Vd. un horario para mañana*
  - h. *¿Qué tiene Vd. en su jardín?*

### CIVILIZATION

1. Stress exploration of current world events and their influence on Spain and Latin America

2. Stress influence on the world community of such current events in Spain and Latin America as
  - a. The Spanish Civil War and causes leading up to it
  - b. The part of Germany, Italy, and Russia in the Spanish Civil War, and the effects on World War II
  - c. The history of the Pan American Union—now Organization of American States
  - d. The part played by the Latin-American republics in World War II
  - e. North American exploitation of Latin American resources and the effects on inter-American Good Neighbor Policy
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## CHAPTER IV

# EVALUATION

### THE NEED FOR COMPREHENSIVE EVALUATION

Evaluation in modern language education has a broader meaning than the term "measurement." It is the process of gathering, interpreting, and using evidence on improvement in the behavior—thinking, feeling, and acting—of students. It includes as much objective measurement as possible, but avoids the narrow pitfalls of interpreting success only on the basis of information and skills. Evaluation is concerned with the all-around development of the learner. It is a means of appraising all aspects of total growth which indicate how much comprehensive development is being achieved.

*The statement of objectives—as in Chapter I—is but one step in planning a course of study, a lesson, or an experience unit. Learning activities for the attainment of each objective must be organized. In addition, means for the evaluation of each objective must be a continuous and integral part of education. Otherwise statements of objectives are but sterile phrases.*

#### *Evaluation Based Upon Objectives*

The committees which produce courses of study generally propose the following types of objectives: (1) information or facts, (2) concepts, (3) understanding of principles, (4) skills, (5) attitudes, appreciations, and behaviors.

As these objectives are studied, the broadening of the scope of education in the last generation is apparent. It is clear also that teaching and evaluation of the desired outcomes—beyond the first objective—have become more important, more varied, and more difficult. Here is a problem which challenges every modern language teacher.

S. C. Bolsted, President of the Educational Test Bureau, writes in the April 1950 issue of *Phi Delta Kappa*:

The publisher surveys the situation and seems to find that education can be benefited by a new achievement battery of standardized tests, built to meet present-day emphasis in education. What is that emphasis? There is no question about it. The emphasis is on functional education. In building a standardized achievement battery of tests . . . there can be no side-stepping the functional tasks. . . .



The preliminary tests are sent out and administered. . . . However, when these experimental tryouts return to be scored, it is a surprise to find that students score nearly zero on all functional questions. The achievement battery . . . has to be chiefly a test of memorized facts.

The need is to continue to develop functional teaching and not permit ourselves to gallivant off to other thoughts and slogans.

**It is not only apparent that the functional objectives of education are not being fairly met by many present practices but also obvious that better evaluation will contribute to better teaching. By the same and other evidence, teachers will discover that if the behaviors which are expected from functional teaching are to be evaluated comprehensively, the process must be by methods which are developed, reported, and shared by teachers in action.**

The evaluation of these desirable behaviors includes evidence that interests and attitudes are being developed, and that work habits and study skills have become more efficient. They reveal themselves in how the student interprets data, thinks both deductively and inductively, attacks problems, and uses facts, generalizations, and principles in new situations. They are revealed also in the life adjustments which the learner is making with respect to his imperative adolescent needs—work, health, citizenship, home, thrift, scientific understanding, appreciation of leisure, sociability, and good English usage. At a glance, the obtaining, recording, and reporting of all of these data seem to be work for a paragon of professional proficiency. However, there is much that a busy teacher can do.

### *Judging the Results of Teaching*

The teacher who would judge the results of his teaching must have a clear idea of *why* he is teaching. If the aim is merely to “cover the text,” most of the value which education can provide will be lost. The final test of education is how well the student meets the problems of learning and of living day by day. What the subject does with the pupil is as important as what the pupil does with the subject.

## PUPIL PARTICIPATION IN EVALUATION

**The pupils should be permitted to share democratically in evaluation, just as they share in the planning and carrying out of all phases of learning and problem-solving both in and outside the classroom.**

### *Values of Self-Appraisal*

1. It provides practice in a technique which may function in guiding learning and adjustment throughout life.

2. It enables the pupil to learn better how to judge and place values upon his daily adjustments to life.
3. Successful social living and responsible citizenship require the ability to evaluate regularly one's contributions to his own group and to national and international welfare.

*There needs to be a departure from the customary role of testing "to separate the sheep from the goats and to see that the goats don't get a sheepskin." The rapport that characterizes good teaching should also characterize good evaluation. The cooperation of the student in appraising his own growth is an essential procedure in motivation. Working for marks or grades or work resulting from teacher-policed coercion increases the degree of artificial memorized learning.*

The tendency of pupils to consider an evaluation a sort of punitive measure is not entirely without foundation. A successful teacher will dissipate this idea. Cooperative means for evaluation have been discussed in Section 1, Chapter I, "Guiding Learning Activities." Student understanding and appreciation are behaviors which good evaluation will create.

## TECHNIQUES OF EVALUATION

**A judgment of the results of functional teaching is similar to a physician's diagnosis. The physician uses instruments for objective measurements. He secures further data by interview and observation. From all of these, he appraises his patient's health.**

By the same token, the means which we use in education for comprehensive evaluation include:

1. *Tests and Measurements (See Section 1, page 185)*

(1) Improved essay-type examinations, (2) standardized tests, (3) homemade objective tests, (4) behavior rating scales, (5) check lists, (6) pupil logs or diaries on what has been learned from day to day or on what contribution the pupil made to a class discussion or project, (7) anecdotal records, (8) cumulative school records, (9) questionnaires on pupil needs.

2. *Classroom Questioning and Discussion*

The classroom discussions should indicate what problems pupils have. Pupils may be asked to submit problems. Subgrouping may be employed for study, discussions, and reports.

### 3. *Laboratory Skills and Behaviors*

A check list of pupils' names and desirable types of behavior is of great assistance in day-by-day evaluation. How a student attacks problems, gets down to work, arranges materials, keeps surroundings neat, works with others, uses reference material, weighs evidence, forms conclusions, and reports results are important criteria.

### 4. *Individual Interviews*

In the interview there is more opportunity to appraise student needs, interests, and attitudes than in either a quiz or a discussion. Rapport, established between student and teacher, will lead the student to talk freely.

### 5. *Questionnaire and Check Lists*

Tests generally help to find out what a student remembers. One of the best ways to find out the thoughts, feelings, and actions of youth is by inquiry of youth. A questionnaire provides an easily constructed instrument for this purpose. Pupils express themselves very frankly on questionnaires whether they sign them or not.

Check lists are easily constructed. They provide for day-by-day student self-appraisal in the development of study habits, behaviors and skills which are needed for living and learning.

Examples of these ready means for the comprehensive evaluation of our objectives are shown in the following sections. Others may readily be prepared.

SECTION 1. Using Tests and Measurements

SECTION 2. Evaluation of Course by Student

SECTION 3. Appraising Growth in Achieving the Ten Imperative Needs

SECTION 4. Evaluating the School's Modern Language Program

## SECTION 1

## USING TESTS AND MEASUREMENTS

A testing program planned to evaluate the results of teaching in terms of definite goals and objectives is an integral part of the modern language curriculum and not just an activity set apart for a certain day. It must be set up to measure the various skills and abilities of the student. It must also be diagnostic. This latter type of evaluating is important because it enables the teacher to measure progress at definite intervals and to plan remedial work on the basis of test results.

*Not only should the testing program be planned in terms of the way it is to be used by the teacher but with reference to its part in the growth of the learner.* The student must have an opportunity to note his strengths and weaknesses, to observe his own progress, and to experience satisfaction in personal achievement.

Although much progress has been made in late years in the testing of reading, vocabulary, and grammar, an adequate means for measuring oral fluency presents a challenge that is difficult to meet. This challenge takes on added importance because of the emphasis on the aural-oral approach. Recent experiments have disproved the belief that a high total score on silent group-tests of vocabulary, grammar, or reading, can automatically be taken to mean readiness to speak the language fluently in actual life situations.<sup>1</sup>

*In order to be effective, testing should be systematic.* Since day-by-day evaluations are inadequate in getting the whole picture, a systematic program<sup>2</sup> requires tests and other instruments to supplement informal procedures. Other methods of appraisal might be the use of a wire or tape recorder and the making of records at the beginning and at the end of the school year.<sup>3</sup> *These are, of course, in addition to general observations and appraisal of behavior and personality traits which are concomitant parts of instruction.* (See Sections 3 and 4 of this chapter.)

## TYPES OF TESTS

1. *Standard Tests*

*Standard tests are important in measuring the progress of the group as compared with the established norms.* They help the teacher to set up standards of achievement. They also provide standards of comparison

<sup>1</sup> Maxim Newmark, *Twentieth Century Modern Language Teaching*. New York, Philosophical Library, 1948.

<sup>2</sup> Robert Travers, *How to Make Achievement Tests*. New York, Odyssey Press, 1950.

<sup>3</sup> See "Developing Pronunciation," Chapter II.



within the group for the teacher and the pupil. A complete battery of tests covering every phase of language study includes tests in grammar, reading, translation, composition, vocabulary, oral and aural comprehension, cultural background, and pronunciation. (Ways other than examination by which pronunciation can be evaluated are given in this manual under Pronunciation.) However, it is not always possible to have so comprehensive a testing program in most schools. Many teachers will use the common types of commercial tests which measure vocabulary, comprehension, and grammar, or comprehension, grammar, and civilization. They will want also to experiment with the best tests of aural-oral achievement as they are published in the future.

The uses of results obtained in standard tests are many and varied. Their purpose is to provide objective and reliable measures of achievement. Since the established norms are theoretical, it is not to be expected that all groups will measure up to them. Each teacher must decide how the tests can be most helpful in his own situation.

## 2. *Teacher-Made Tests*

*The teacher should understand the proper use, the advantages, and the limitations of various types of tests and use them accordingly.* The complete testing program ought to provide for many short tests and relatively few long ones. The short ones will usually be those of the teacher's own construction; the longer ones, the standardized achievement type. Any competent teacher can make out a good test. The tests should be easily and economically administered, mechanically easy for the pupils to take, and easy to score. However, it is well to keep in mind that the tests should include a reasonably large number of items and they should have a sufficient number of easy items to prevent the bunching of scores at the lower end of the distribution. A cumulative file of good test questions should be revised from year to year.

A teacher-made test ought to include questions which involve a functional application to real life situations. Types of questions recommended are: free composition, substitution of forms, and completion type. The true and false questions and the multiple choice are in disfavor with many teachers because of the element of guessing involved.

## 3. *Prognosis Tests*

*The purpose of this type of test is to predict the success a pupil will have in learning a foreign language.* To date, the reliability of this type



of test is too low to warrant its serving as more than an indication for guidance or for placement. With it the pupil's I.Q. and his whole record must be taken into consideration as criteria for judgment.

### CRITERIA FOR GOOD TESTS

The criteria for judging whether a test is worth while may be grouped under the four headings listed below:

1. *Validity*

To be valid a test must measure what it purports to measure.

2. *Reliability*

It should give consistent results with a minimum of error in different groups and at different times.

3. *Comprehensiveness*

It should be comprehensive enough to furnish comparable measures at different stages of achievement.

4. *Administrative Feasibility*

It should be reasonable in length of time required, and in objective; it should be easy to give, and easy to grade.<sup>1</sup>

### ABILITIES TO BE TESTED

The four immediate objectives of instruction in foreign language are development of the ability (1) to understand, (2) to speak, (3) to read, and (4) to write. These fundamental abilities may be broken up into other specific measurable aspects. To secure a fairly complete profile of a pupil's achievement in a language requires a battery of tests in the following areas:

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1. Reading or comprehension | 4. Pronunciation                |
| 2. Grammar                  | 5. Aural comprehension          |
| 3. Vocabulary               | 6. Cultural background material |

### SAMPLE TEST ITEMS

Test questions of the following types are recommended:

1. *Reading*

**French**<sup>2</sup>

In each of the following questions a statement suggests a cer-

<sup>1</sup> V. A. C. Henmon, "Achievement Tests in the Modern Foreign Languages," reprinted in Maxim Newmark's *Twentieth Century Modern Language Teaching*, p. 468.

<sup>2</sup> The College Entrance Examination Board, Bulletin of Information and Sample Tests, 1949-50.

tain situation. This is followed by five remarks, only one of which would apply in the situation that is suggested. Choose the one remark that the person or persons in the given situation would be most likely to make, and underline the space beneath its number.

- a. Un voisin, dont la maison a pris feu, entre chez moi en criant:
  - (1) Un peu à droite! Un peu à droite!
  - (2) Aidez-moi, je vous prie!
  - (3) On n'est pas en retard?
  - (4) Soyez de bienvenu.
  - (5) Ce n'est rien, ça passera.
- b. La jeune fille s'approche timidement du guichet et demande:
  - (1) Quel âge avez-vous?
  - (2) A quelle heure peut-on déjeuner?
  - (3) Est-ce que j'ai fait beaucoup de fautes?
  - (4) Est-ce ici où l'on prend les billets?
  - (5) Quelle est la leçon de demain?

### Spanish<sup>1</sup>

#### *Valiente acto de un policía*

En el camino entre las ciudades de Ica y Lima son frecuentes los asaltos viajeros (travelers). Los bandidos toman todo lo que llevan los viajeros y si se resisten son asesinados.

Un día van en un automóvil varias personas y en un sitio (place) llamado Caracoles, se presenta un bandido armado de pistola y pide a los pasajeros todo su dinero. Entre los pasajeros hay un policía que, arriesgando la vida, salta (jumps) sobre el bandido para desarmarle. Sigue un combate terrible, pero al fin vence (conquers) el policía y captura al hombre que desde hace mucho tiempo ha sembrado (spread) el terror en aquella región.

El policía queda gravemente herido (wounded); pero, gracias a su valiente acto, ha podido salvar la vida y el dinero a sus compañeros de viaje.

- a. Where do the travelers meet the bandit?
- b. What do the bandits do if their victims resist?
- c. Why are the travelers grateful?

### German

Draw a simple sketch of the scene described below:

Die Sonne war noch nicht aufgegangen. Über dem Vesuv lag

<sup>1</sup> Objective Tests to Accompany *El Camino Real*, Book I, Janett and McManus, Houghton Mifflin Company.

ein breiter grauer Nebel, der sich nach Neapel hin ausbreitete und die kleinen Städte an jener Küste verdunkelte. Das Meer lag still. In dem Hafen aber, der unter dem hohen Sorrentiner Felsenufer in einer engen Bucht gelegen ist, rührten sich schon Fischer mit ihren Weibern die Kähne mit Netzen, die zum Fischen über Nacht draussen gelegen hatten en grossen Seilen ans Land zu ziehen. Andere arbeiteten an ihren Schiffen um sie segelfertig zu machen, und holten Ruder und Segel aus den grossen, tief in den Felsen hineigebauten Gewölben hervor, wo man sie über Nacht von dem Regen schützte.

## 2. Grammar

### French

Mettez la forme correcte de l'adjectif dans las phrases suivantes:

- Mes (ancien) amies étaient (heureux) de me voir.
- Il y a un (beau) arbre devant la (vieux) maison.
- (Quel) (long) histoires!

Remplacez les infinitifs entre parentheses par la forme convenable du verbe:

- Il (savoir) ma réponse demain quand il (recevoir) la lettre.
- Vous auriez (voir) le film si vous (venir) cet après-midi.
- Croyez-vous qu'ils (pouvoir) venir?

### German

Ergänzen Sie die deutschen Sätze:

- The birds are gone.  
\_\_\_\_\_ sind geflogen.
- The village is on the banks of the river.  
Das Dorf liegt \_\_\_\_\_.
- My little brothers are here.  
\_\_\_\_\_ sind hier.

### Spanish<sup>1</sup>

Escriba usted las frases siguientes enteramente en español:

- Cuando *he comes*, dígamelo.
- Si *you were* el profesor, las lecciones serían más cortas.
- Está *writing it* ahora.

*Note:* For other suggestions on testing grammar, see French grammar section and the last page of the Spanish grammar section.

<sup>1</sup> New York State Regents in *Spanish, Two Years*, Cambridge Book Co.

### 3. Vocabulary

Ways of testing vocabulary can be almost as varied as the methods of presenting it. In addition to the well-known procedures, such as multiple choice, giving synonyms, antonyms, the meaning of words in their context in a paragraph, etc., the use of visual aids lends variety and interest. These aids may be objects, kindergarten pictures, post cards, enlarged and projected by a lantern, and stencils of pictures in which students name the objects.

#### Selected Samples:

##### German <sup>1</sup>

In each of the following groups, select the numbered word which most nearly corresponds in meaning to the word at the beginning of that group and put its number in the parentheses at the right:

- |                  |                        |
|------------------|------------------------|
| a. <i>reisen</i> | b. <i>schliesslich</i> |
| (1) drive        | (1) fleissig           |
| (2) run          | (2) hässlich           |
| (3) eat          | (3) endlich            |
| (4) rise         | (4) schlau             |
| (5) travel ( )   | (5) zornig ( )         |
- c. Geben Sie die Synonyme für die folgenden Wörter:
- |              |       |
|--------------|-------|
| (1) ernst    | _____ |
| (2) essen    | _____ |
| (3) immer    | _____ |
| (4) das Meer | _____ |
| (5) hart     | _____ |

##### Italian <sup>2</sup>

Follow directions as for a and b under German above:

- a. *Finestra*
- |              |  |
|--------------|--|
| (1) finish   |  |
| (2) window   |  |
| (3) soup     |  |
| (4) virtue   |  |
| (5) maid ( ) |  |
- b. Select the word which does not belong in the same category

<sup>1</sup> Items a and b are adapted from the *Cooperative German Tests, Form O, Elementary and Advanced*.

<sup>2</sup> Item (a) is adapted from the *Cooperative Italian Test*.

with the rest and put its number in the parentheses at the right:

- (1) il ginocchio
- (2) il capo
- (3) il braccio
- (4) il ramo
- (5) il petto ( )

c. Date gli antonomi per le parole seguenti:

- (1) leggiero
- (2) debole
- (3) vero
- (4) pigro
- (5) vuoto

#### 4. Pronunciation

##### French<sup>1</sup>

Indicate the correct sound of the letters in the words of Column B by placing in the parentheses at the right the proper key word from Column A.

A	B	
grâce	tasse	(grâce)
loquace	1. mer	( )
avez	2. gré	( )
pere	3. Rouen	( )
demi	4. ancien	( )
temps	5. ses	( )
Rheims	6. peuple	( )
coeur	7. je	( )
feu	8. peint	( )

See section on pronunciation in Chapter II for further ideas on testing.

*Note:* Testing of pronunciation is an area in which completely satisfying results have not yet been obtained. Research and experimentation are being carried on to determine the best ways of evaluating this skill.

#### 5. Aural Comprehension

##### Spanish

Explanatory note (to be read by the examiner): Travelers abroad often learn some astonishing things.

<sup>1</sup> Adapted from "French Progress Tests to accompany *Beginning French*," Helen M. Eddy, University of Chicago Press.



Un turista norteamericano llegó un día a un pueblo de Aragón que era famoso por tener los habitantes más viejos de la provincia. All pasarse por el pueblo, el turista encontró a un hombre muy viejo y le preguntó:

\_\_\_\_ ¿Cuántos años tiene usted?

\_\_\_\_ Señor, tengo sesenta y siete.

\_\_\_\_ ¿ Pues, \_\_\_\_ dijo el norteamericano, \_\_\_\_ usted debe ser el habitante más viejo del lugar?

\_\_\_\_ No, señor, mi padre tiene noventa y seis años, \_\_\_\_ Dios mío! \_\_\_\_ exclamo el turista, \_\_\_\_ me gustaria verle.

\_\_\_\_ Imposible, señor, \_\_\_\_ respondió el viejo \_\_\_\_ Acaba de salir en bicicleta para visitar a mi abuelo.

Questions on the aural comprehension test (each to be read twice) to be answered in complete sentences *in Spanish*:

- ¿Quién visitó un día un pueblo de Aragón?
- ¿Por qué era famoso este pueblo?
- Al dar un paseo por el pueblo, ¿a quién encontró el turista?
- ¿Cuántos años tenía el viejo?
- ¿Por qué no era posible que el turista viese al padre del viejo?

## 6. Civilization

### German <sup>1</sup>

Wählen Sie in den folgenden Sätzen die richtige Antwort:

- Nürnberg liegt in (Hessen, Bayern, Westfalen)
- Die Geschichte von (*Bambi*, *Wilhelm Tell*, *Emil und die Detektive*) ist von Felix Salten geschrieben.
- (*Lohengrin*, *Der Freischütz*, *Die Zauberflöte*) ist eine Oper von Richard Wagner.

### French

Each of the following incomplete statements or questions is followed by five possible answers. Select the answer that best completes the statement or answers the question and put the number in the parentheses at the right:

- Edmond Rostand est l'auteur de (1) *Les Trois Mousquetaires*, (2) *Les Misérables*, (3) *Le Cid*, (4) *Cyrano de Bergerac*, (5) *L'Avare* ( )
- Lequel des suivants était un sculpteur célèbre? (1) Corot, (2) Voltaire, (3) Rodin, (4) Pascal, (5) Lavoisier ( )

<sup>1</sup> New York State Regents Test, June 17, 1946.

**Spanish**

Answer briefly the following questions. Answers in Spanish are preferred but not required.

- a. ¿Cuál era la lengua de los conquistadores?
- b. Escriba el nombre y el país de un presidente sudamericano
- c. ¿Qué gran pintor mexicano murió el año pasado?

**Italian<sup>1</sup>**

Select the word which best completes the statement and put the number in the parentheses at the right:

Nicoló Paganini fu (1) medico, (2) politicante, (3) violinista  
( )

**SECTION 2**

**EVALUATION OF COURSE BY THE STUDENT**

Student evaluation of the teaching can be of great value. As partial evidence of the results of teaching, it can help to provide direction for curriculum improvement. The learner's reaction determines, to a great extent, the nature and effectiveness of what he learns. It requires courage for a teacher to seek this evidence. It will be more valid if questionnaires are not signed. When mimeographed, items may be changed to meet local conditions.

See Student Opinionnaire on Course (page 194).

**SECTION 3**

**APPRAISING GROWTH IN ACHIEVING THE TEN  
IMPERATIVE NEEDS**

The self-appraisal student rating chart on page 195 may be used twice each year in a classroom or homeroom: (1) to stimulate needed self-analysis, (2) to call attention of students to areas of personal growth, (3) to recognize these areas appropriately, and (4) to evaluate progress. The items may be changed to suit local conditions when the chart is mimeographed.

<sup>1</sup> New York State Regents Test, January, 1950.



**LIFE ADJUSTMENT—SELF EVALUATION**

What kind of person a youth becomes is as important as what he knows. Education is concerned with each student's growth as an individual. This chart is intended to help to show you where you are and how you can improve.

You should rate yourself. Then the teacher will add his rating. If you do not know the meaning of any words, look them up.

Name

Homeroom

Section

Mark an X covering the square which best describes how you think, feel, or act with respect to the need which is in the first column.

	1	3	5	8	10
Needs of Youth	Doubtful	Passive	Productive	Constructive	Creative
<b>WORK</b>	Gives up Careless Shuns work	Dependent Submissive Follows others	Interested Loyal Leads sometimes	Definite Strong Often leads	Diligent Confident Makes things go
<b>HEALTH</b>	Slovenly Depressed Stolid	Neat Willing Promising	Healthy Alert Active	Brisk Cheerful Vigorous	Exuberant Enthusiastic Vitalizing
<b>CITIZENSHIP</b> (School)	Unsound Annoying Critical	Indifferent Unconcerned Conforms	Interested Loyal Careful	Devoted Eager Dependable	Stimulating Inspiring Influential
<b>HOME</b> (Room)	Petty Anxious Impatient	Rough and ready Thoughtless Easy-going	Cheerful Deliberate Cooperative	Polite Tactful Warm-hearted	Successful Poised Gracious
<b>THRIFT</b>	Frivolous Buys on whim Wastes time	Muddled Gullible Impulsive	Serious Knows values Purposeful	Sound Keen bargainer Determined	Reliable Brilliant trader Independent
<b>SCIENCE</b>	Opinionated Irrational Prejudiced	Credulous Confused Snap judgment	Open-minded Seeks proof Sticks to facts	Curious Systematic Weighs evidence	Inductive Rational Keen
<b>APPRECIATION</b>	Profane Common Critical of best	Superficial Erroneous Coarse	Knows form Has good taste Recognizes merit	Enjoys form Refreshing Refined	Artistic Creative Elegant
<b>LEISURE</b>	Cheap taste Childish fun Rough	Underbred Follows others Negligent	Restrained Normal pursuits Respects the best	Good hobbies Has some sport Many-sided	Ingenious Mature tastes Enjoys art, music
<b>SOCIABILITY</b>	Self-centered Timid Rude	Indifferent Passive Proper	Accepted Cheerful Sympathetic	Sought Active Helpful	Esteemed Magnetic Influential
<b>LANGUAGE</b>	Careless Peculiar Dormant	Unreliable Deficient Developing	Accurate Practical Passable	Skillful Forceful Desirable	Colorful Persuasive Delightful

Credit yourself, 1, 3, 5, 8, 10 from left to right for the X's in the five columns. What is your score? How can you rate higher? Try this again after several months and see if you have improved.

## SECTION 4

## EVALUATING THE SCHOOL'S FOREIGN LANGUAGE PROGRAM

The inclusion of the following standards from the 1950 edition of the *Evaluative Criteria*<sup>1</sup> of the Cooperative Study of Secondary School Standards is by courtesy of the Study. The Criteria provide similar sections for self-appraisal and curriculum improvement in all subject areas. The principles are the same in all cases. The teacher is referred to the Criteria as a form of standards to be used for self-evaluation by all teachers and departments. They will be used in school and subject evaluations throughout the United States for the next ten years.

*Guiding Principles*

The foreign language program consists of those course offerings designed to meet the foreign language needs of secondary-school pupils. The program includes both ancient and modern languages selected in terms of their educational and vocational contributions, the extent of their use, and the interest and cultural values to be gained by their study.

The general aims emphasized in the program, according to present language usage and pupils' needs, include the development of abilities to read and write foreign languages; to speak them and to understand them when spoken; and, on occasion, to translate them into idiomatic English and vice versa. In the achievement of these aims, the instructional activities stress language as a method for communication of thoughts, ideas, and emotions characteristic of the way of life of a particular people. Concurrently, the instructional activities are directed toward the understanding and appreciation of the way of life of these people. Although grammatical concepts are taught to develop facility in comprehension and use, they are considered subordinate to the development of understanding of the content of connected discourse. Word meanings are learned as far as possible as an integral part of this understanding rather than in terms of English "equivalents."

## I. ORGANIZATION

## CHECK LIST

- (   )   1. Foreign language courses are available to all pupils who are interested in foreign languages.
- (   )   2. Counseling is provided by counselors or staff members who are acquainted with foreign language education to assist pupils in the election of foreign language courses.
- (   )   3. Such factors as prognostic test results, interest in foreign language study, and successful achievement in related courses are considered when counseling pupils who may elect foreign language courses.
- (   )   4. Pupils are permitted to withdraw from language courses for which they are unsuited.

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<sup>1</sup> *Evaluative Criteria*, Washington, D. C., Cooperative Study of Secondary School Standards, 1950.



## CHECK LIST

- ( ) 5. Only in special cases are pupils permitted to begin the study of more than one foreign language at the same time.
- ( ) 6. Opportunity is provided for at least a three-year sequence in one foreign language for pupils desiring it.
- ( ) 7. Attention is given in planning programs of pupils to avoid long gaps between the end of foreign language study in high school and the beginning of foreign language study in college.
- ( ) 8.
- ( ) 9.

## II. NATURE OF OFFERINGS

- ( ) 1. Exploratory experiences emphasize orientation to elementary phases of foreign language study.
- ( ) 2. Exploratory experiences provide opportunity to compare modes of expression in other languages with those in English.
- ( ) 3. Linguistic comparisons include reference to social life and cultures of people speaking the foreign language.
- ( ) 4. Comparisons of language and cultures are consciously noted and related whenever possible to international conditions.
- ( ) 5. Emphasis in all language activities is upon language as a method of communication.
- ( ) 6. Language form and mechanics are emphasized as pupil difficulties and problems demand such emphasis.
- ( ) 7. Overemphasis on formal grammar is avoided.
- ( ) 8. In study of grammatical concepts pupils and teachers are primarily concerned with the effective communication of meaning.
- ( ) 9. Reading activities stress values to be gained from the reading materials in conjunction with the acquisition of reading skill.
- ( ) 10. Reading to develop ability in thinking in the foreign language is emphasized.
- ( ) 11. The social meaning of reading materials is within the life experience or understanding of pupils.
- ( ) 12. Classics in the literature of a language are studied as part of the reading experiences of pupils.
- ( ) 13. Provision is made for free, or voluntary, reading activities as well as planned reading for a specific purpose.
- ( ) 14. Vocabulary development is integrated with, and not apart from, other language activities.

## CHECK LIST

- ( ) 15. The meaning of words in context is emphasized rather than isolated words and meanings.
- ( ) 16. Review activities are meaningful to pupils.
- ( ) 17. Review activities contribute to permanency in vocabulary.
- ( ) 18. Conversation is carried on at both the levels of word recognition and sentence understanding.
- ( ) 19. In conversation the language used is correct in construction and in content.
- ( ) 20. Conversation emphasizes use of language in practical situations.
- ( ) 21. Written activities include summarizations, reviews, and reports.
- ( ) 22. Pupils are encouraged to do creative writing in the language.
- ( ) 23.
- ( ) 24.

## III. PHYSICAL FACILITIES

- ( ) 1. Language classrooms are laboratories for use of the language as a medium of communication.
- ( ) 2. The classroom is equipped with movable furniture which can be adapted to individual and group activities.
- ( ) 3. The room is equipped for effective use of audio-visual aids (e.g., curtains, electric outlets).
- ( ) 4. Readily accessible shelf space is provided for storage of books, magazines, and other instructional materials.
- ( ) 5. Filing equipment is provided.
- ( ) 6. A display area is provided for exhibit materials.
- ( ) 7. A record player is available.
- ( ) 8. Recordings are provided.
- ( ) 9. Recording equipment is available.
- ( ) 10. Visual-projection equipment for both still and motion pictures is available.
- ( ) 11.
- ( ) 12.

## IV. DIRECTION OF LEARNING

## A. INSTRUCTIONAL STAFF

All members of the foreign language staff

- ( ) 1. Have had training in more than one foreign language.

## CHECK LIST

- ( ) 2. Are proficient in reading and translating the foreign language they are teaching.
- ( ) 3. Are proficient in enunciation and pronunciation of the foreign language they are teaching.
- ( ) 4. Are proficient in writing in the foreign language they are teaching.
- ( ) 5. Speak fluently the foreign language (modern) they are teaching.
- ( ) 6. Have had extensive preparation in English.
- ( ) 7. Have had preparation in methods of teaching foreign language.
- ( ) 8. Have studied language in higher institutions which prepare foreign language teachers.
- ( ) 9. Maintain acquaintance with current developments in teaching foreign language.
- ( ) 10. Are continuing in-service training or participating in activities designed to improve their foreign language teaching.
- ( ) 11. Are familiar with the history, literature, and customs of the people who are using or have used the language.
- ( ) 12. Have studied in a country where the language is or once was used commonly.
- ( ) 13. Have traveled in a country where the language is or once was used commonly.
- ( ) 14. Assist the librarian in the selection of foreign language reading materials.
- ( ) 15. Carry on correspondence in a foreign language (modern) or otherwise freely use it in writing.
- ( ) 16.
- ( ) 17.

## B. INSTRUCTIONAL ACTIVITIES

- ( ) 1. Instruction in foreign language contributes to the school's objectives.
- ( ) 2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives of foreign language.
- ( ) 3. Specific instructional activities contribute to the comprehensive objectives of the foreign language program.
- ( ) 4. Evidence is available of careful planning and preparation for instructional activities.
- ( ) 5. Pupil interests are utilized whenever possible in planning the instructional activities.
- ( ) 6. The purposes of drill activities are understood by pupils.

## CHECK LIST

- ( ) 7. Instructional activities are readily adapted to new or changing conditions.
- ( ) 8. Foreign language resources of the community are utilized in the instructional activities.
- ( ) 9. English is used in the classroom only when there is real need for it.
- ( ) 10. Such techniques as differentiated assignments and grouping pupils according to individual needs are used to increase the individualization of instruction.
- ( ) 11. Instructional activities are related to other school subjects when appropriate.
- ( ) 12. Pupils carry on correspondence with people in other countries.
- ( ) 13. Auditory aids are used in the instructional activities.
- ( ) 14. A variety of visual aids is used in the instructional activities.
- ( ) 15.
- ( ) 16.

## C. INSTRUCTIONAL MATERIALS

The following materials are available for language activities:

- ( ) 1. A variety of reading materials providing for different abilities, interests, and achievement levels of pupils.
- ( ) 2. Teacher-prepared materials such as study guides.
- ( ) 3. Foreign language-English and English-foreign language dictionaries.
- ( ) 4. Novels, short stories, drama, poetry, folklore writings, and similar materials.
- ( ) 5. Vocabulary lists.
- ( ) 6. Periodicals in the foreign language.
- ( ) 7. Newspapers in the foreign language.
- ( ) 8. Maps, travel literature, and advertisements of the foreign country.
- ( ) 9. Posters, postcards, craft materials, calendars, samples of foreign money, and similar materials.
- ( ) 10. Reference books in English referring to the country whose language is being studied.
- ( ) 11. Examples of correspondence with foreign people.
- ( ) 12. Examples of foreign art.
- ( ) 13. Examples of foreign music.
- ( ) 14.
- ( ) 15.

## D. METHODS OF EVALUATION

## CHECK LIST

- ( ) 1. Evaluation is an integral part of the teaching-learning activities.
- ( ) 2. Interpretations of results of evaluation are used in planning instructional activities.
- ( ) 3. Various testing techniques are used (e.g., standardized tests, teacher-made objective tests, essay examinations).
- ( ) 4. Evaluation activities measure command of language in situations approximating those of life.
- ( ) 5. Periodic evaluation is made of vocabulary development.
- ( ) 6. Evaluation of reading comprehension measures skill in grasping thought from foreign language independent of literal translation.
- ( ) 7. Pupils are provided opportunity for self-evaluation activities.
- ( ) 8. Evaluation of grammatical knowledge, vocabulary, and phonetic skills is used primarily for diagnostic purposes.
- ( ) 9. Systematic review activities are determined by individual and group needs.
- ( ) 10. Standards are developed by the staff for evaluation of written activities.
- ( ) 11. Standards are established by the teacher and class for evaluation of oral language activities.
- ( ) 12. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement.
- ( ) 13.
- ( ) 14.

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## USING A MECHANICAL AID IN THE AURAL-ORAL PROGRAM

### CHAPTER V

## SUPPLEMENTARY MATERIALS

A craftsman does his best work when supplied with the proper tools of his trade. For the language teacher the materials of instruction, which are his tools, are essential to the success of the course. These should include maps, vowel charts, bulletin boards, recorders, phonograph, dictionaries, films, film-strips, periodicals, library books. All these are vital to an enriched program. Acquaintance with the essential tools of our profession is, as with the dentist and physician, an early responsibility and a never-ending one.

In many schools it is difficult to make provision for the storage of realia and equipment. A closet or cupboard of some sort, however, should be provided. If a new building is to be erected or extensive renovations made, the foreign language department should request that the plans include a small room to be reserved for the use of phonetic equipment, pronunciation records, etc. A classroom can be fitted with dark curtains to serve as a visual-aid room if there is none available for the department.



*Teachers should be on the lookout for new materials of instruction and should be prepared to recommend to administrators the best of such materials, whether reading material, records, or worth-while realia.*

### ADDRESSES FOR FILMS, FILMSTRIPS, SLIDES, AND FILM RENTAL LIBRARIES

- Bell and Howell Co., 1801 Larchmont Ave., Chicago 13, Ill., or Rockefeller Plaza, N. Y.  
 Beseler Lantern Slide Co., 131 East 23rd St., New York 10, N. Y.  
 Brandon Films, 1700 Broadway, New York 19, N. Y.  
 Coronet Educational Films, Chicago 1, Ill., "Why Study Foreign Languages?"  
 De Vry Corporation, 1111 Armitage Ave., Chicago, Ill.  
 Encyclopaedia Britannica Films, Inc., 20 N. Wacker Drive, Chicago 6, Ill.  
 Educational Film Guide, filmstrip guide, H. W. Wilson Co., 950 University Avenue, New York 52, N. Y.  
 Film Classic Exchange, Fredonia, New York.  
 Franco-American Audio-Visual Distribution Center, Inc., 934 Fifth Avenue, New York 21, (In cooperation with the Cultural Services of the French Embassy).  
 Gessler Publications. Filmstrips of France, Paris, costumes, fables, fabliaux. Hastings-on-Hudson, New York.  
 Ideal Pictures Corporation, 20-34 East 8th Street, Chicago 5, Ill.  
 International Film Bureau, Inc., 15 Park Row, New York 7, or 6 N. Michigan Ave., Chicago 2. Fifteen films, two reels each, 16mm. sound. French Teaching Series with text (5 cents each) and marginal notes: Paris, Canals, Brittany, Champagne, Normandy, Garonne, Pyrenees, Loire, Rhone, Seine, Upper Provence, Lower Provence, Alps, Massif Central, a seaport. Agent is Columbia University Educational Films, 413 W. 117th St., New York 27, or Indiana University, Bloomington, Indiana.  
 Keystone View Co., 219 E. 44th St., New York 17, N. Y. Slides.  
 Metropolitan Motion Picture Council, Room 75, 100 Washington Square, New York.  
 Pan American Union, Division of Intellectual Cooperation, Washington, D. C.  
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 The Pennsylvania State College Film Rental Library, State College, Pa.  
 State Teachers College, Film Rental Library, Bloomsburg, Pa.  
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 State Teachers College, Film Rental Library, Stroudsburg, Pa.  
 Society for Visual Education, 1345 W. Diversey Parkway, Chicago, Ill., or Williams, Brown and Earle, Inc., 918 Chestnut Street, Philadelphia, Pa., distributor:  
     *Geography of Germany.*  
     *Arts and Crafts of the Pennsylvania Germans.*  
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     *South American countries.*  
 Viewmaster, Sawyers, Inc., Portland, Oregon. Three-dimensional colored slides.  
 Visual Educational Service, Inc., 116 Newberry St., Boston 16, Mass.  
 World Affairs Council, 1411 Walnut Street, Philadelphia, Pa. Free films on "France and Her People" and "Canada and Her People." Free filmstrip on international understanding.

## MUSIC, COSTUMES, SONGS, DANCES, AND HOLIDAYS

### Music Publishers

Birchard, C. C. and Co., Boston, Mass.

Oliver Ditson Co., 59 Boylston St., Boston, Mass.

Carl Fischer Inc., 56-62 Cooper Square, New York.

Marks, Edward B., R. C. A. Building, Radio City, New York.

Presser, Theodore, 1712 Chestnut Street, Philadelphia 1, Pa.

G. Schirmer, Inc., 3 East 43rd Street, New York 17.

### Costumes

Bartos, Yolanda and Spicer, Dorothy, *Latin-American Costumes*. New York, Hyperion Press, 1941.

Evans, Mary, *Costumes Throughout the Ages*. Philadelphia, J. B. Lippincott, 1930.

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#### FRENCH

*Chantez!* New York, Emerson Books, 1939.

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## SPANISH AND SPANISH-AMERICAN

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- Lummis, Charles, *Spanish Songs of Old California*. 700 W. 7th St., Los Angeles, California.
- McCoy, Wm., *Folk Songs of the Spanish Californians*. San Francisco, California, Sherman, Clay & Co.
- Mexican Fiesta Album*. New York, E. B. Marks Music Corporation.
- Mexican Folk Dances*. Dallas, Texas, Banks Upshaw Publishing Co.
- Molina, Carlos, *Album of Spanish Favorites*. Dallas, Texas, Banks Upshaw Publishing Co.
- National Anthems of the Countries of North, Central and South America*. Chicago, Ill., Clayton F. Summy Co.
- Romero, Ricardo, *The Other Americas*. New York, E. B. Marks, 1938.
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- Solo Dances*, New York, A. S. Barnes and Co.
- Some Latin-American Festivals and Folk Dances*. Washington, D. C., The Pan American Union.
- Spanish Christmas Songs*. Ithaca, New York, Thrift Press.
- Spanish One-Act Plays in English*. Dallas, Texas, The Tardy Publishing Co.
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- loor, Frances, *El cancionera mexicano*. Manchester 8, Mexico.

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### PHONOGRAPH METHODS, RECORDS, AND RECORDERS

American Book Company in cooperation with Decca Language Courses. 16 double-faced records correlated with a reader and grammar:

French, by Crocker and David.

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Gramophone Shop, The, 18 E. 48th St., New York 17, N. Y. Domestic and imported records:

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*Introduction to French Speech Habits*, Pierre Delattre. 3 double-faced records.

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- Liberty Music Shops, 450 Madison Avenue, New York 22, New York. Foreign and domestic records.
- Linguaphone Language Courses, Rockefeller Center, New York.  
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 Popular, concert, and operatic records.
- Royer-Smith, 10th and Walnut Streets, Philadelphia, Pa. Popular and classical records.
- Soundsciber Corporation, Dept. ML-12, New Haven, Connecticut.
- Tape Recorder, Crest Wood Recorder Corp., 221 N. LaSalle St., Chicago, Illinois.
- Vidon-Varney, Jeanne. *Pronunciation française*. 5 double-faced records. Columbia University, New York.
- Vidon-Varney, Jeanne. *Pronunciation of French*. Articulation and Intonation, New York, Steckert-Hafner Co.
- Voice-Master Magnetic Recorder-Player. Magnetic Recording Industries, 30 Broad St., New York 4, N. Y. Discs can be used and erased.
- Webster Wire Recorder. Webster-Chicago, 5610 Bloomingdale Avenue, Chicago 39, Illinois.

## RADIO

- Americans All, Immigrants All*. The Federal Radio Education Committee in cooperation with the U. S. Office of Education, Washington, D. C. Contribution of immigrants to American life and culture.
- American Broadcasting Company, R. C. A. Building, Radio City, New York, N. Y.
- Catalog of Radio Recordings and Transcriptions. A Transcription Service. Federal Radio Education Committee with the cooperation of the U. S. Office of Education, 1946.
- La Prensa*, 245 Canal Street, New York. Radio information about broadcasts from Latin American countries.
- Radio Script Catalog. A list of approximately 1100 annotated radio scripts which are available on free loan. Radio Script and Transcription Exchange. 5th edition. U. S. Office of Education, Washington, D. C., 1946.
- The Columbia Broadcasting System, 485 Madison Avenue, New York, N. Y.
- The Mutual Broadcasting System, 1440 Broadway, New York, N. Y.
- The National Broadcasting Company, R. C. A. Building, Radio City, New York, N. Y.

## MAPS, PICTURES, AND PRINTS

### Maps

- R. R. Bowker & Co., 62 W. 45th St., New York. Picture map of Spain, Spanish history and literature.
- Milton Bradley Co., Springfield, Mass. South America.

Denoyer-Geppert, 5235-59 Ravenswood Ave., Chicago 40, Illinois.

C. S. Hammond and Co., Inc., 88 Lexington Avenue, New York 16, N. Y. Map of Germany, world languages, world religions, world occupations, etc.

Rand McNally, 111 Eighth Avenue, New York 11, N. Y.

National Geographic Society, 16th and M Streets, N. W., Washington 6, D. C.

A. J. Nystrom and Co., 3333 Elston Avenue, Chicago, Illinois.

### Pictures and Prints

Art Education, Inc., 6 East 34th St., New York 16, N. Y.

Artex Prints. Art Extension Press. Westport, Conn.

Brown-Robertson Company, Art Education, 35 W. 34th St., New York.

The French and European Publications, 610 Fifth Avenue, New York. *Costumes espagnols* by Gallois and *South American Costumes* by Halouze. *Costumes français* by Gallois.

Institute of Art, Chicago, Ill. Loans of prints, slides, cards.

The Metropolitan Museum of Art, Fifth Avenue at 82nd Street, New York 28, N. Y. Rents slides, photographs, objects. Small fee.

The National Geographic Society, 16th and M Streets, N. W., Washington 6, D. C. Pictures. Weekly illustrated bulletins.

The Perry Pictures Company, Malden, Mass.

Tioga Point Museum, Athens, Pa. Asylum Pa. (Marie Antoinette's intended refuge in Pennsylvania).

University Prints, 11 Boyd Street, Newton, Mass.

## PERIODICALS

### FRENCH

*Elan* (French) and *Impetus* (English), UNESCO, Avenue Kléber, Paris.

Review in both languages. Free.

*Le digeste français*, 2425 Rue Holt, Montreal 36, Canada.

*France-Amérique*, 535 Fifth Avenue, New York. Weekly.

*La Jeunesse*, 120 Ridge St., Newark 4, N. J.

*La patrie*, 180 E. Rue Ste-Catherine, Montréal, Canada. Sunday only.

*La presse*. Montréal, Canada.

*La revue de la pensée française*, 58 W. 57th St., New York.

*Le mot français*, Folansco Publishing Co., Box 5157, Pittsburgh 6, Pa.

*Sciences et aventures*, 11. 861 Rue Pasteur, Montréal, Canada.

*Sélections du Reader's Digest*, 276 Ouest, Rue St. Jacques, Montréal 1, P. Q., Canada.

*Sélections du Reader's Digest*, 216 Blvd. St. Germain, Paris VIIe, France.

### GERMAN

*Abendpost*, 223 W. Washington St., Chicago 6, Ill. Weekly and Sunday.

*American German Review*, Carl Schurz Memorial Foundation, 420 Chestnut St., Philadelphia, Pa.

*Aufbau*, 67 W. 44th St., New York 18, N. Y. Weekly.

*Jugendpost*, 237-39 Andrews St., Rochester 4, N. Y.

*Staatszeitung und Herold*, 24 W. Williams St., New York. Daily.

### ITALIAN

*Il popolo*, 1020 Catharine St., Philadelphia, Pa.

*Il progresso*, 8th & Christian Sts., Philadelphia, Pa.



*La lucerna*, 405 W. 45th St., New York 19, N. Y.

*Selezioni dal Reader's Digest*, Pleasantville, N. Y.

### SPANISH

*Americas*, Pan American Union, Washington 6, D. C. Spanish Edition.

*Hispanamericano* (Tiempo en Mexico), Apartado 1122, Mexico, D. F. Newsweekly.

*Hoy*, Mexico. Illustrated weekly.

*Las Américas*, 31 W. 12th St., New York 11, N. Y. List of Spanish language books and periodicals.

*La linterna*, Folansco Publishing Co., Box 5157, Pittsburgh 6, Pa.

*La Luz*, Banks Upshaw Publishing Co., Dallas, Texas.

*La prensa*, 245 Canal Street, New York 13, N. Y. Daily.

*La prensa*, 120 N. Santa Rosa, San Antonio 7, Texas.

*Norte*, *Revista Continental*, 101 Fifth Ave., New York. Monthly.

*Pan American Union*, Washington D. C. A selective list of periodicals of general interest published in Latin America, 1940.

*Revista rotaria*, 35 W. Wacker Drive, Chicago, Ill.

*Selecciones del Reader's Digest*, Pleasantville, New York. Spanish edition.

### COMMERCIAL REALIA AND TOURIST INFORMATION

Air France, 683 Fifth Avenue, New York 22, N. Y.

Compania Italiana Turismo, 11 West 42nd St., New York 18, N. Y.

Cultural Services of the French Embassy, 934 Fifth Avenue, New York 21, N. Y.

Dirección general de Turismo, Avenida Juárez 89, Mexico, D. F.

Foreign Consulates.

French Line, 610 5th Ave., New York 20, N. Y.

French National Railways, 610 Fifth Avenue, New York 20, N. Y.

French National Tourist Bureau, 610 Fifth Avenue, New York 20, N. Y.

Grace Line Publicity Department, 50 Rockefeller Center, New York.

Italian State Tourist Office, 21 East 51st St., New York 22, N. Y.

Missouri Pacific Railroad, Passenger Traffic Department, St. Louis, Missouri.

Moore-McCormack Lines, 5 Broadway, New York 4, N. Y.

Pan American Airways, 135 W. 42nd Street, New York 17, "Classroom Clipper".

Pemex Travel Bureau, Apartado 55, bis, Avenida Juárez 89, Mexico, D. F.

Travel Series, Pan American Union, Washington, D. C.

United Fruit Company, New York.

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Arthur M. Adler, 114 Fourth Avenue, New York 3, N. Y. (German and French Books).

American Flag Co., 73-77 Mercer Street, New York.

Brentano's, 1 West 47th St., New York or 586 Fifth Ave., New York 19, N. Y.; 1726 Chestnut St., Philadelphia, Pa.; Avenue de l'Opéra, Paris (Books, etc., in all languages).

Colored Swiss Calendars, Friedrich Krause, Foreign Books, 851 W. 77th St., New York, N. Y.

Cuthbertson's French, German, Italian, and Spanish Verb Wheels. D. C. Heath & Co., New York 14, N. Y.

French Calendars, American Aid to France, 22 E. 60th St., New York 22, or Bureau of AATE.



- The French and European Publications, 610 Fifth Ave., New York 20, N. Y.  
 Gessler Publishing Company, Hastings-on-Hudson, New York.  
 International Documents Service. Publications for the United Nations. Columbia University Press, 2960 Broadway, New York 27, N. Y.  
*La prensa*, Book Department, 245 Canal St., New York 13, N. Y.  
 Las Americas Publishing Co., 30 W. 12th St., New York 11, N. Y.  
 Librairie Lipton, 791 Lexington Ave., New York 21, N. Y.  
 Modern Language Wall Charts, D. C. Heath & Co., New York 14 N. Y.  
 Moffett, C., Jigsaw Map of Provinces of France, Globe Book Co., 175 Fifth Ave., New York 10, N. Y.  
 Office du Livre Français, 1 W. 64th St., New York 23, N. Y.  
 The Pan American Union, Washington 6, D. C.  
 Paris Book Center, Inc., 11 W. 46th St., New York 19, N. Y.  
*The Pennsylvania Dutchman*, Pennsylvania Dutch Folklore Center, Lancaster, Pa.  
 Roig Export Trading Co., 55 W. 42nd St., New York 18, N. Y. (Spanish Books).  
 Schnitzelbank Chart, Mader's Restaurant, 1041 N. 3rd St., Milwaukee 3, Wis.  
 Schoenhof's Foreign Books, Inc., Harvard Square, Cambridge 38, Mass.  
 Stechert-Hafner, 31-37 East 10th St., New York 3, N. Y.  
 Union Stamp Co., 240 Broadway, New York, N. Y.  
 Frederick Ungar Publishing Co., 105 East 24th St., New York 10, N. Y.  
 Vanni, S. F. Publishing Co., 30 West 12th St., New York 11, N. Y. (Italian Books).  
 Visual Education Association Inc., 230 N. 5th Street, Dayton 2, Ohio.

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- Alliance Française, 4 East 52nd St., New York 22.  
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 Carl Schurz Foundation, 420 Chestnut St., Philadelphia, Pa.  
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 French Folklore Society, 452 West 23rd St., New York 11, N. Y.  
 German Service Bureau, Professor Werner Neuse, Middlebury, Vermont.  
 German News, University of Minnesota, Minneapolis, Minnesota.  
 The Hispanic Society of America, 1 56th St., New York. Free library and museum.  
 Italian Historical Society, 1270 Avenue of the Americas, New York, N. Y.  
 National Geographic Society, 16th and M Streets, N. W., Washington 6, D. C.  
 Service Bureau for Intercultural Education, 221 W. 57th St., New York.  
 Service Bureau, Kansas State Teachers College, Emporia, Kansas. Loan exhibit of French realia. Dr. Minnie M. Miller. Postcard loans for Spanish holidays, tests, texts.  
 The Pan American Union, Washington, D. C.  
 United Nations, Department of Information, Lake Success, N. Y.  
 United States Chamber of Commerce for trade with Italy, 105 Hudson Street, New York, N. Y.  
 UNESCO, 19 Avenue Kléber, Paris.  
 World Affairs Council, 1411 Walnut St., Philadelphia, Pa.

**International Correspondence**

Casa Italiana, Columbia University, 117th Street & Amsterdam.

International Students Society, Hillsboro, Oregon. 10 cents a name.

Junior Red Cross, Washington, D. C.

National Bureau of Educational Correspondence, Milton L. Shane, Director, Peabody College, Nashville 4, Tennessee.

The Pan American Union, Washington, D. C.

The United States Office of Education, Federal Security Agency, Washington 25, D. C.  
American Republics Section.

**ADDITIONAL SOURCES OF INFORMATION****Exchange of Students and Teachers**

American Friends Service Committee, 20 S. 12th St., Philadelphia, Pa.

Experiment in International Living, Putney, Vermont.

Institute of International Education, 2 W. 45th St., New York 19, N. Y.

The United States Office of Education, Federal Security Agency, Washington 25, D.C.

**Relief Agencies, Child Adoption**

American Aid to France, 22 East 60th St., New York 22, N. Y.

American Friends Service Committee, 20 S. 12th St., Philadelphia, Pa.

CARE, 20 Broad Street, New York, N. Y.

Foster Parents, 55 West 42d St., New York 18, N. Y.

Save the Children Foundation, 80 8th Avenue, New York 11, N. Y.

## APPENDIX

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Harriet Seamans, Elkland Joint School.  
Jane L. Stoddard, Middleburg High School.  
Mary L. Stolz, Houtzdale-Woodward Jt. High School.  
Mrs. Russell Weber, Johnsonburg High School.  
Nora E. Wittman, The Pennsylvania State College.

## CENTRAL WESTERN CONVENTION DISTRICT COMMITTEE

Hazel Lansberry, *Chairman*, Cochran Junior High School, Johnstown.  
E. W. Bieghler, State Teachers College, Indiana.  
Mary Díaz, Blairsville Senior High School  
M. Margaret Greer, Westmont-Upper Yoder High School, Johnstown.  
Sara Key, Southmont Senior High School, Johnstown.  
Helen Lockard, Johnstown Senior High School.  
Guy G. Monick, Gallitzin Senior High School.  
Agnes Neary, Johnstown Senior High School.  
John W. O'Donnell, Nanty-Glo Senior High School.  
Joseph Sandy, Jr., Lilly Senior High School.  
Mabel Slagle, Meyersdale Senior High School.  
Philip W. Stetson, Cresson Senior High School.  
Mrs. May S. Strachan, Punxsutawney Senior High School.  
Roland M. Swartzwelder, Shade Township Senior High School, Cairnbrook.  
Josephine Young, Johnstown Senior High School.

## EASTERN CONVENTION DISTRICT COMMITTEE

Grace R. Hesse, *Chairman*, State Teachers College, Kutztown.  
LeRoy S. Allan, Allentown High School.  
Harry R. Bomberger, Palmerton High School.  
Alberta Cline, Wilson Boro High School, Easton  
Claire Devitt, Mahanoy Township High School.  
Edward G. Diehl, Lehighon High School.  
Geraldine Dils, Emmaus High School.  
Lando Emerick, Ashland High School.  
Mabel Fitz, West Reading High School.  
C. Augusta Floyd, Muhlenberg Township High School, Laureldale.  
Edwin R. Hagg, Mohnton, R. D. 1  
Jennie Haam, Weatherly High School.  
Mrs. Edna Imhof, 108 Pennsylvania Avenue, Pen Argyl.  
Louise Keller Dreisbach, Lansford High School.

Mary M. Knapp, Minersville High School.  
 Blodwyn Llewellyn, Summit Hill High School.  
 Richard Miller, Whitehall Township School District, Hokendauqua.  
 Martha Morette, Reading High School.  
 Evelyn L. Naylor, Slatington High School.  
 Verna Reed, Easton High School.  
 Rhoda Mae Robertson, Saint Clair High School.  
 Mrs. Naomi Rothermel, Fleetwood.  
 Isabel Scanlan, West Mahanoy Township High School, Lost Creek.  
 Lillian Schwenke, Reading High School.  
 Emma Scott, Lansford High School.  
 Mrs. Margaret C. Sepauley, Shenandoah High School.  
 Dorothy Swope, Allentown High School.  
 Raymond L. Waller, Allentown Senior High School.

#### MIDWESTERN CONVENTION DISTRICT COMMITTEE

Norman McCormick, *Chairman*, Aliquippa Senior High School.  
 Mildred Caldwell, Sharon High School.  
 Mrs. Robert Cole, Ellwood City High School.  
 J. H. English, Grove City College.  
 Mary Lou Fitzsimmons, Midland High School.  
 Mrs. Anna Geary, New Brighton High School.  
 Mrs. Dorothy Hartman, Clarion High School.  
 Ruth Helm, Butler Senior High School.  
 Ethel Kelley, New Castle High School.  
 Jonathan Ladd, Grove City College.  
 Mildred Lenk, Clarion High School.  
 Alice Ligo, Westminster College, New Wilmington.  
 Mary E. Milliron, Beaver High School.  
 Ruth Moore, Sharon High School.  
 Mrs. Florence Prescott, State Teachers College, Slippery Rock.  
 Charlotte Roney, Beaver Falls High School.  
 Helen Smith, Aliquippa High School.  
 Ella M. Stagg, Westminster College, New Wilmington.  
 Mrs. Martha Walker, Mercer Jt. Consolidated School.  
 Josephine A. Young, Mercer Jt. Consolidated School.

#### NORTHEASTERN CONVENTION DISTRICT COMMITTEE

Bess Pengelly, *Chairman*, Hazleton Senior High School.  
 Martha Bickel, Milton High School.  
 Elizabeth Corson, Danville High School.  
 Madolin Evans, Blakely Boro High School, Olyphant.  
 Leona Gettinger, Hazle Township High School, Hazleton.  
 Pauline M. Jones, Clark Summit High School.  
 Margaret Kane, Ashley High School.  
 Flora Kaufhold, Scranton Public Schools



Mrs. Dorothy Kowalcik, Old Forge High School.  
John Lastowski, Sheatown High School, Alden.  
Margaret Lathrop, Springville High School.  
Helen McHugh, Kingston High School.  
Leon H. Maneval, Bloomsburg High School.  
Maggie Martin, Pittston Senior High School.  
James Morrell, Milford High School.  
Edward Munley, Dickson City High School.  
Elizabeth Nealon, Plymouth High School.  
Mildred Nealon, Olyphant High School.  
George Nesline, Sunbury High School.  
Hilda Paxon, West Pittston High School.  
Jacob Pelczar, Newport Township High School, Sheatown.  
Frank Persico, Hazleton High School.  
Dorothy Pettibone, Forty Fort High School.  
Eulalie Rogers, Carbondale High School.  
Mary Rouse, Cherry Township High School, Dushore.  
Nahlon Serfass, Stroudsburg High School.  
Helen Spellman, Dunmore High School.  
Casimir Tyburski, Meyers High School, Wilkes-Barre.  
Lee D. Warren, State Teachers College, Stroudsburg.  
Joseph Wilchenski, Throop High School.  
Sibyl Williams, Nanticoke High School.

## NORTHWESTERN CONVENTION DISTRICT COMMITTEE

V. Frederick Koenig, *Chairman*, State Teachers College, Edinboro  
Helen Black, Rockland High School.  
Eleanor Bunnell, Franklin High School.  
Beryl Eddy, Oil City High School.  
Rose Galbo, Strong-Vincent High School, Erie.  
Vera Gilmore, Edinboro High School.  
Margaret Lehm, Titusville High School.  
Charles Michalski, Strong-Vincent High School, Erie.  
Rosaline Mineo, Bloomfield Township High School.  
Grace Prenatt, Meadville High School.  
Mary Richwalski, Sheffield High School.  
Cecelia J. Rybinski, East High School, Erie.  
Laura Sherrange, Millcreek High School.  
Mary Wood, Harbor Creek High School.  
Edward Zulak, Warren High School.

## SOUTHERN CONVENTION DISTRICT COMMITTEE

Germaine L. Klaus, *Chairman*, State Teachers College, Shippensburg.  
Ruth Bieber, Chambersburg High School.  
Alta B. Bortz, Lebanon High School.  
Rosana Campbell, McDonald High School.

David T. Chestnut, Hershey High School.  
Mrs. Virginia Dodd Cooper, Wilson College, Chambersburg.  
Elinor Derr, Carlisle High School.  
Blanche A. Eyer, Washington Twp. High School.  
Helen E. Farren, East Hempfield High School, Landisville.  
Mrs. Lee Finkenbinder, Newville High School.  
Harold M. Jones, Chambersburg High School.  
W. D. Meikle, William Penn High School, Harrisburg.  
Christine Mickey, Chambersburg High School.  
Francis C. Miller, Red Lion High School.  
Elsie Pokrantz, Wilson College, Chambersburg.  
Mrs. Miriam E. Porter, William Penn High School, York.  
Theodore H. Rupp, State Teachers College, Millersville.  
Cecilia Sargent, Wilson College, Chambersburg.  
Anson F. Sherman, Franklin and Marshall College, Lancaster.  
Mary S. Weaver, Manheim Township High School, Neffsville.  
Harold Weigle, Dickinson College, Carlisle.  
Earl Weller, John Harris High School, Harrisburg.  
Irva E. Zimmerman, Mechanicsburg High School.

#### SOUTHEASTERN CONVENTION DISTRICT COMMITTEE

Adeline Strouse, *Chairman*, Swarthmore High School.  
Albert Adam, Lower Merion High School, Ardmore.  
Frank Baccari, South Philadelphia High School.  
Mrs. Frank Baccari, South Philadelphia High School.  
Bruce Beeler, Media High School.  
Max Diaz, Bryn Mawr College.  
Norman Ferguson, Ridley Township High School, Folsom.  
Julia Finney, Yeadon High School.  
Lila Gokhali, South Philadelphia High School.  
Alice Goodman, Upper Darby Senior High School.  
Ruth Hassler, Glen-Nor High School, Glenolden.  
Harold Hartman, Chester High School.  
Mildred Horrocks, Springfield Township High School, Chestnut Hill.  
Elsie Jamieson, Kensington High School, Philadelphia.  
Grace I. Kauffman, Stewart Junior High School, Norristown.  
Ruth Kroeger, South Philadelphia High School.  
Eleanor Lien, West Philadelphia High School.  
Robert Long, Senior High School, Norristown.  
Althea Mantz, Doylestown High School.  
Regina M. Nugent, Conshohocken High School.  
Edna S. Powell, Abington Senior High School.  
Laura Reed, Nether Providence High School, Wallingford.  
Alice E. Richelderfer, Upper Merion High School, Bridgeport.  
William Rothstein, Phoenixville High School.  
Russell Snyder, Swarthmore High School.

Bridget Termini, South Philadelphia High School.  
Elizabeth White, Bala-Cynwyd Junior High School.  
Margaret Whitecar, Downingtown High School.

## WESTERN CONVENTION DISTRICT COMMITTEE

Marie W. C. McDonald, *Chairman*, Peabody High School, Pittsburgh.  
Olga Agon, Greensburg High School.  
Isabelle Allegard, Dunbar Township High School.  
Jane Anderson, Waynesburg High School.  
Mary A. Artuso, McKees Rocks Senior High School.  
Evelyn N. Baxter, Latrobe High School.  
Alexander C. Beaumarrige, Cecil Township High School, McDonald  
Mary Burton, Dormont High School.  
Rachel Coogle, Carnegie High School.  
May Corcoran, North Braddock High School.  
Marion Dailey, North Huntingdon Township High School, Irwin.  
Elizabeth Dipner, Tarentum High School.  
Elvera C. Dolfie, Charleroi High School.  
Vivian M. Evans, West Newton Boro High School.  
Ethel Ewing, Donora Senior High School.  
Esther M. Forrest, Duquesne High School.  
Mary Edna Gillespie, Donora Senior High School.  
Leone Haberlen, Mt. Pleasant Boro High School.  
Beatrice Horewitz, Connellsville High School.  
Elizabeth B. Leyda, Bellevue Senior High School.  
Elaine Litton, Redstone Township High School, Republic.  
Patricia Locke, Uniontown Senior High School.  
Ruth Lowe, Monessen High School.  
Teresina Marino, Washington High School.  
Cecelia P. Massarelli, Penn Township High School, Verona.  
Evelyn McCurdy, Langley High School, Pittsburgh.  
Frances T. McNall, Oakmont High School.  
Anne K. O'Leary, Homestead High School.  
Laura Pfaub, Etna Boro High School.  
Joseph Ringhoffer, New Kensington High School.  
Raymond Roche, Bentleyville Boro High School.  
Rena Roney, Wilkinsburg High School.  
Suzanne M. Simms, Monongahela High School.  
Calla L. Stahlmann, Vandergrift High School.  
Marie C. Stewart, Canonsburg High School.  
Marie Stoehr, Penn Township High School, Verona.  
Margaret Thoburn, Allderdice Veterans High School, Pittsburgh.  
Louise R. Thompson, Peabody High School, Pittsburgh.  
Olga Tursini, West Deer Township High School, Curtisville.  
Josephine Wishart, Crafton High School.  
Mildred Young, Clairton High School.

## STATE COMMITTEE ON FAMILY LIFE EDUCATION

Gratitude is expressed to the State Committee on Family Life Education which has prepared the unit material included in Unit I, Chapter I, Section 4, Page 28.

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Several additional pieces of material, without adequate identification, have been received. Grateful acknowledgment is made. It is hoped that their identity can be established and adequate recognition accorded in the revision of this bulletin.









